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ABSTRACT

Separate listings of both ongoing and completed reading research in Great Britain between 1974 and 1977--including relevant language studies and research on spelling--are arranged alphabetically by researcher, reporting the research title, the institution at which the research was conducted, the years started and completed, and the type of research (for example, doctoral). Abstracts of the 91 completed studies follow the listings, and provide information on the purpose, subjects, procedure, results, conclusions, and publication data of each study. (RL)

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BRITISH REGISTER OF READING RESEARCH

Compiled by Elizabeth J. Goodacre and Diana Bentley

No.2

Centre for the Teaching of Reading
University of Reading School of Education

CS004093

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INTRODUCTION

The British Register of Reading Research was first published in 1976 and owes its origin to funding which was part of a grant made by the Department of Education and Science to the School of Education, University of Reading for the period 1974 – 1977. Funding for a further three years (to 1980) has just been granted, to continue this Register.

During these three years it is hoped that the Register will become firmly established and financially viable. Two factors effect this. The Centre for the Teaching of Reading does need to be kept informed of higher degree registrations and supplied with abstracts of completed research. The membership scheme, already in operation, requires continued support. At the present time the major outstanding problem is to develop a categorisation scheme which can be used to index the titles and topics of research in the Register and research reported in the annual Reading Research Review. This would facilitate cross indexing and make possible the preparation of bibliographies on specialists topics in reading research.

Finally, although called a Register of Reading Research this title has been extended to include relevant language studies and research on spelling.

Summer 1977

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Senior Lecturer Middlesex Polytechnic
Consultant to the Centre for the Teaching of Reading

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REGISTER OF ON-GOING RESEARCH

Title of Research	Researcher	Institution	Year Started	Year Completed	Type Research
The transition from home to school. A comparison of mothers and teachers 'Teaching Style' with young children.	Mrs. Janet Adams	University of Bristol School of Education	October 1976		MEd
Pre-reading and pre-mathematical development in nursery class samples: a parent intervention project based on group programmes.	Mr. W. Barker	Department of Child Development and Educational Psychology Institute of Education University of London	September 1976		PhD SSRC £1,647 per annum
Bradford Book Flood Project	Prof. Ruth Beard Dr. L. Cohen	School Research in Education University of Bradford	September 1976		National Book League £17,900 Longitudinal ghasi-experiment
A longitudinal study of the reading habits and interests of children between the ages of 11 and 15 years.	Mrs. M. Brown	Middlesex Polytechnic Trent Park Cockfosters, Barnet	June 1975		MPhil
A study of the implications of attentional style and level of linguistic complexity for children with reading difficulties.	Mr. N. Brown	Dept. of Educational Enquiry University of Aston Birmingham, B4 2ET	January 1976		MPhil
Analysis of the relationship between childrens' self concept and their educational attainment	Mr. T. Chapman	Edge Hill College of Higher Education	October 1972		
Language and reading in early education.	Dr. M. Clark	University of Strathclyde	September 1973		Scottish Educ. Dept. £8,662
A study of the leisure time reading of students in colleges of further education.	Mr J.D. Clench	University of Sheffield	October 1975		MA

Title of Research	Researcher	Institution	Year Started	Year Completed	Type Research
The use of A-V aids in teaching/learning styles and the relationship to language acquisition and development and reading skills (5-10 years)	Mrs. S. Connell	Dept. of Education North East London Polytechnic	1970		MA
Verbal abilities of deaf school leavers.	Dr. R. Conrad	Dept. of Experimental Psychology, Oxford	1974		MRC
The testing of reading comprehension	Dr. Alan Davies and collaborators (higher degree students)	Dept. of Linguistics University of Edinburgh	October 1974		PhD (2) MLit
Reading standards in Glasgow 1972-3: A two stage stratified sampling of Glasgow pupils aged 7-11-14 using a range of reading and language measures.	Mr. G.A. Dell	Glasgow Corp. Educ. Department	September 1972		Department Research
Children's reading comprehension – do they hear what they read to themselves.	Mrs. E.A. Doctor	Birkbeck College Dept. of Psychology University of London	January 1976		PhD
Some aspects of the use of spatial and temporal prepositions in the language of young school children.	Mr. K. Durkin	Dept. of Education University of Cambridge	October 1974		PhD
Adolescent understanding of stability and change in human affairs as portrayed by certain writers of English literature.	Mr. James Ellis	School of Education University of Birmingham	1972		PhD
Attitude to reading: measurement and classification within a curricular structure.	Mr. J.M. Ewing	Dundee College of Education Dundee	February 1976		SED £10,650
The development of language through signing in children with severe auditory impairments	Dr. G. Fenn	Department of Education University of Cambridge	May 1976		MRC £27,703
1 Racial bias in textbooks 2 Story Reading Skills	Mr. G. Fenwick	Ethel Wormald College of Education, Liverpool	1975		Institute Research

Title of Research	Researcher	Institution	Year Started	Year Completed	Type Research
Processes and strategies in learning to read shown by children in first schools.	Dr. H. Francis	School of Education University of Leeds	January 1976		Personal in Capacity of Lecturer in Education (Psychology)
Specific spelling problems with and without reading problems	Dr. U. Frith	MRC Developmental Psychology Unit London WC1 0AN	January 1975		
Relationship between performance in reading and level of cognitive development in children.	Mr. R. Fyfe	Aberdeen College of Education	August 1973		
Cognitive developments and changes in reading behaviour.	Mr. R. Fyfe	Aberdeen College of Education	October 1973		PhD
Using cloze to assess students' difficulties with specialist text	Dr. E. Goodacre Mr. C. Terrell	Education and Performing Arts, Middlesex Polytechnic Trent Park Site	1975		
The 'hearing' situation in learning to read as social intereaction.	Dr. E. Goodacre	Education and Performing Arts, Middlesex Polytechnic Trent Park Site	1976		
Attentional style, linguistic complexity and reading difficulties of children	Dr. N.C. Graham Mr. E.M. Brown	Dept. of Educational Enquiry, University of Aston in Birmingham	January 1976		MPhil PhD
Teacher decision making and reading progress. A sociological account of the teacher effect and 'good practice'.	Mr. John Gray	Centre for Educational Sociology University of Edinburgh			

Title of Research	Researcher	Institution	Year Started	Year Completed	Type Research
An investigation of some environmental and educational factors contributing to restricted literacy in adults.	M/s. Elaine Grazin	University of Leeds Leeds			MEd
An experimental investigation of the semantic process during reading.	Dr. D. Green	University College University of London			
Adult illiteracy.	Miss I.J. Harberer	School of Library Archive and Information Studies University College, London	October 1975		MA
Typographic decision making and the design of instructional text	Dr. James Hartley	Dept. of Psychology The University, Keele, Staffs.			SSRC £14,300
A study of skilled visual information processing	Dr. Leslie Henderson	Psychology Group Hatfield Polytechnic	March 1975		SSRC £11,000
Descriptive model of verbal interaction in small group teaching situations in the (upper) infant school, to measure/describe learning opportunities.	Miss M. Hocking	Faculty of Education Bristol Polytechnic Bristol	1970		PhD
A study of the correlation between cerebral dominance and speech laterality in a dyslexic population	Mrs. B. Hornsby	Dyslexia Clinic Dept. of Psychological Medecine St. Bartholomew's Hosp.	September 1974		PhD
Computer-based investigation of the remedial teaching of reading.	Dr. J.A. Howe	Dept. of Artificial Intelligence University of Edinburgh	October 1974		
Assessment of achievement in science of least able pupils in 12-14 age group and the evaluation of a new set of teaching materials throughout Scotland.	Dr. S.H. Kellington	Notre Dame College of Education, Glasgow	September 1973		Scottish Educ. Dept.

Title of Research	Researcher	Institution	Year Started	Year Completed	Type Research
The achievement of pupils in science in mixed ability classes in the first two years of secondary school.	Dr. S.H. Kellington	Notre Dame College of Education, Glasgow	September 1975		Scottish Educ. Dept. £4,000
An investigation into the determinants of eye movements in reading.	Prof. R.A. Kennedy	University of Dundee Psychology Department	January 1977		
Evaluating initial reading materials.	Mr. D. Labon	School of Cultural and Community Studies Sussex University	Septembr 1972		MPhil
Progress of minority groups in the infant schools.	Mrs. S. Lewin-Poole	Institute of Education University of London	April 1973		
The nature of reading and speech in normal people and their break-down in brain-damaged patients.	Dr. A. Marcel Dr. K. Petterson	Medical Research Council Applied Psychology Unit Cambridge Lab. of Experimental Psych. University of Sussex.	1973		Department Research
Validation of 'Edinburgh Reading Tests' Stage 3.	Mr. F. McBride	Moray House College Edinburgh	October 1976		Institute Research
The experimental examination of four current reading tests to determine their suitability fo. assessing levels of reading ability of poor readers in secondary schools.	Mr. F. McBride	Moray House College Edinburgh	October 1976		Institute Research
A developmental study of visual processes in speech preparation	Dr. H. McGurk	Dept. of Psychology University of Surrey Guildford	January 1977		Leverhulm Trust Fund £18,550

Title of Research	Researcher	Institution	Year Started	Year Completed	Type Research
Studies of Educational Development – Reading Development Project.	Mr G.A.R. McHugh	Educational Studies Faculty Open University Milton Keynes	1974		
An experimental investigation of semantic processes during reading.	Dr. D.C. Mitchell Dr. W. Green	University of Exeter Exeter University College, London	October 1974		SSRC £8,274
Teenage reading habits of a selective cross sample of secondary school children with a critical assessment of the reading material.	Mr. M. Molyneux	Ulster College N.I. Polytechnic Antrim	September 1973		
The differential diagnosis of the psycholinguistic disabilities of poor readers and effective remedial procedures.	Mr. J.G. Naylor	Open University Milton Keynes	January 1975		PhD
An investigation of application of reading-while-listening methods for developing reading fluency.	Dr. Mary Neville Mr. A.K. Pugh	Leeds University (Open University)	October 1972		University 'personal'
Early development of silent reading fluency.	Dr. Mary Neville Mr. A.K. Pugh	Leeds University (Open University)	September 1972		University 'personal'
The effect of time compressed and time expanded speech in the listening comprehension of primary school children.	Dr. Mary Neville	University of Leeds	1973		University 'personal'
Semantic development in educationally sub-normal children.	Mrs. E.E. Nwdkah	Dept. of Education 17/18 Trumpington St Cambridge	October 1976		PhD

Title of Research	Researcher	Institution	Year Started	Year Completed	Type Research
An investigation into the development of classificatory concepts and their relationship with an understanding of the concepts implied by 'word' 'letter' 'sound' in learning to read.	Miss E. Pears	Institute of Education University of Birmingham Froebel Institute	January 1973		MEd
The use of context in reading.	Mr. F. Potter	School of Education University of Leicester Leicester	1976		PhD
Use of books for information location and retrieval by middle school children.	Mr A.K. Pugh	Leeds University (Open University)	1973		University 'personal'
Investigation by Cloze Procedure (used in reading, restricted reading and listening modes) of skills used in middle school children's silent reading.	Mr A.K. Pugh	University of Leeds (Open University)	1972		University 'personal'
The relationship between silent reading and listening in school children with particular reference to inferring from cloze procedure responses, the cues used in comprehension in two modes.	Mr. A.K. Pugh Dr. Mary Neville	University of Leeds (Open University)	1973		University 'personal'
The experimental use of aural pacing (including rate control recording) as an aid to reading fluency in native school children and University students from overseas.	Mr. A. Pugh Dr. Mary Neville	University of Leeds (Open University)	1973		University 'personal'
A further examination of some effects of remedial teaching of reading.	Mr. P.D. Pumfrey	Education Department	1970		
A study of the influences that affect the reading habits and tastes of secondary school children over a period of three years.	Mr. G. Rafferty	Portsmouth Polytechnic Faculty of Education	1976		MPhil

Title of Research	Researcher	Institution	Year Started	Year Completed	Type Research
The development of some aspects of visual perception and oral language in good readers and children with specific reading difficulties in the age range of 7-11.	Mr. G. Richardson	Unit for Research on Medical Applications of Psychology University of Cambridge	1973		PhD
Mental processes involved in learning to read.	Mr. Geoffrey Roberts	Dept. of Education Manchester	1969		
The measurement and structure of perceptual motor functioning and its relationship to educational attainment in junior school children.	Mr. J.F. Savage	School of Education Department of Psychological Medicine University of Newcastle	January 1970		PhD
Reading disability: a school based study in 'Dyslexia'.	Ms H. Shute Dr. N.C. Graham	Dept. of Educational Enquiry University of Aston in Birmingham	January 1976		
An investigation of the reading skills of secondary school science in relation to the properties of reading material provided in secondary school science courses.	Mr. B.S. Slater	Dept. of Educational Studies Oxford	September 1975		DPhil SSRC £1,300
The effectiveness of BBC Adult Literacy Programmes.	Mr. F.J. Taylor	Scottish Institute of Adult Education, Edinburgh	April 1975		Institute Research
The development of predictive and prescriptive techniques for the education of children with reading difficulties.	Mr. F.T. Taylor Mrs. S. Lewin Poole	Institute of Education University of London			
Collaboration between teachers and parents in assisting child reading.	Prof. J. Tizard Mr. W.N. Schofield Miss J. Hewison	London University Institute of Education Thomas Coram Research Unit	1976		DES £54,588

Title of Research	Researcher	Institution	Year Started	Year Completed	Type Research
Many different research projects on dyslexic type language difficulties	Mr. M. Thompson Dr. M. Newton	Applied Psychology Dept. University of Aston in Birmingham	1966		Department Research
An investigation of some aspects of perceptual training on learning to read.	Mrs. J.F. Tucker	Sussex University Falmer, Brighton	1971		
Language development in pre-school children.	Mr. G. Wells	School of Education University of Bristol	1973		SSRC £49,877
Children learning to read	Mr. G. Wells Mrs. B. Raban	School of Education University of Bristol	September 1975		SSRC £5,996
Language at home and at school.	Mr. G. Wells	School of Education Bristol University	January 1977		SSRC £44,246
The processing of written letter strings to semantics or orthographic regularity revisited.	Mr. R.D.J. Wright	Dept. of Psychology The University, Southampton	October 1973		MPhil
The comprehension of written materials (design of forms)	Dr. P. Wright Dr. P. Barnard	MRC Applied Psychology Unit Cambridge	1970		Institute Research
Visual field effects in letter and word recognition.	Dr. N. Worrall	University of London Institute of Education			

REGISTER OF COMPLETED RESEARCH

Abstract No.	Title of Research	Researcher	Institution	Year Started	Year Completed	Type Research
1	Attributes of reading apparatus and its use at infant level.	Mr. E.A.D. Amos	Institute of Education University of London	1969	1971	MA
2	Reading achievement and oral language abilities in primary school children.	Mrs. N.V. Anderson	University of Leicester School of Education	October 1973	June 1976	MA (Ed)
3	Discrimination of spatial orientation of form, with special reference to the spatially confusable letters and reading.	Dr. D. Asso	Goldsmiths' College University of London	1967	1976	PhD
4	Abilities in language comprehension associated with convergent and divergent styles of thinking with special reference to students in higher education.	Mrs. R. Baker	University of Newcastle High Degrees and research Division, St. Thomas St, Newcastle-upon-Tyne	1972	October 1976	MEd
5	The effect of auditory perceptual training on backward readers.	Mr. T.J. Bailey	University of Birmingham		1976	MEd
6	Perceptual motor and language defects in backward readers of average intelligence and their relationship to developmental history.	Dr. P. Bale	Dept. Psychology University of Surrey	October 1972	December 1974	PhD
7	Some factors associated with reading ability.	Mr. P. Barnes	Child Development Research Unit Nottingham University		1974	MPhil
8	Language and the middle years.	Mr. R. Barrett	Dept. of Education University of Southampton	March 1975	March 1976	MA (Ed)

Abstract No.	Title of Research	Researcher	Institution	Year Started	Year Completed	Type Research
	Cognitive and effective outcomes of differing teaching styles.	Dr. M. Bennett	Lancaster University	1972	1975	
9	(a) Progress of poor readers in secondary schools. (b) Reading standards in Salford primary schools. (c) Development of Salford Sentence Reading Tests.	Mr. G.E. Bookbinder	School Psychology Service Salford Education Department	1969	1974/5	LEA
10	A study of differing ways of implementing remedial intervention, in relation to reading standards among primary school children in a local education authority.	Mr. V.H.A. Booth	Queens' University Belfast	1967	1972	MA
11	Parent/child/teacher interaction and its effects on children's progress in reading (A four year study of 80 primary school children).	Mrs. P.E. Bradley	School of Education University of Leicester	1971	1977	MEd
12	A study of the relationship between backwardness in reading and attitude to school.	M/s J. Brandon	Aberdeen University Part of the Aberdeen reading attainment survey	1972	1973	MEd
13	The development of reading strategies among primary school children.	Dr. E. Burke	University of Manchester	January 1974	March 1976	PhD SSRC £1,000
14	A review of possible factors affecting a child's readiness to begin reading, with consideration of the implication of the relative importance of such factors in the planning of a pre-school Curriculum.	Miss J. Byles	Institute of Education University of London	1971	1973	MA
15	The development of young children's ability to make semantic decisions.	M/s D.B. Carr	Department of Education Cambridge University and Dept. of Psychology Edinburgh.	October 1971	October 1976	PhD

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16	Cognitive style and the development of thinking.	Mr. W.J. Carter	The University Southampton	May 1975	March 1976	MA (Ed)
17	The development of syntactical and semantic structures during language acquisition.	Mr. L.J. Chapman	University of Aston in Birmingham Dept. of Applied Psychology	1968	1975	PhD
	Role played by fiction in the effective development of children in the primary school.	Mr. M.J. Collier	University of Reading		1973	MEd
	Reading ability and some relationships with temporal order perception in six year old boys.	Mr. M.D. Combes	Dept. of Education University of Manchester	1974	1975	MA
18	An analysis of cultural modalities values, attitudes and behaviour found in children's primary reading schemes.	Mr. B. Cotton	Sociology of Education Dept. Institute of Education University of London	1974	1975	MA
19	Language in the classroom: a study of language in the school classroom with particular reference to the model language function proposed by James Britton.	Mr. A. Dean	Dept. of Education The University Southampton	September 1974	March 1976	MA (Ed)
20	A developmental study of cues used in reading.	Mr. M.R. Dixon	School of Education University of Liverpool	September 1975	June 1976	MEd
21	The use of standardised tests of ability and attainment in schools.	Mr. D.L. Edmonds	School of Education University of Birmingham	March 1974	December 1974	MEd (Ed Psych.)
22	Response to literature; a study of the responses of thirteen and fifteen year olds to five passages on the theme of violence.	Mr. J. Ellis	School of Education University of Birmingham	1969	1970	MEd

Abstract No.	Title of Research	Researcher	Institution	Year Started	Year Completed	Type Research
23	Junior school pupils rejection of school library books.	Mr. G. Fenwick	University of Manchester	1968	1972	MEd
24	An exploratory study into the area of reading-for-learning carried out with children from the middle school age range.	Mr. Louis Fidge	Sussex University Education Department	January 1976	August 1976	MA (Ed)
25	A study of reading attainment in very able children.	Mrs. A. Forrester	University College of Swansea Dept. of Education	September 1975	September 1976	MEd
26	An analysis of Stott's Programmed Reading Kit (Second edition) using the Sussex scheme for the analysis of curriculum materials.	Mrs. J. Francis	University of London Institute of Education and North East London Polytechnic, Dagenham.	June 1975	September 1976	MA (Ed)
27	Contributory factors in learning to read.	Mrs. J. Francis	North East London Polytechnic, Dagenham	January 1976	September 1976	MA (Ed)
28	A comparison of brief reading programmes for adult illiterates in two centres.	Miss E. Fullwood	Guy's Hospital Medical School	September 1974	September 1975	MSc
29	A study of cognitive operations, representational ability and language in readers of varying ability.	Mrs. J. Gale	B.L.A.T. Centre for Health & Medical Education, B.M.A. House, Tavistock Sq., London WC1H 9JP.	1972	1972	MSc
30	The modification of language codes and their relation to reading attainment in adolescents.	Mr. J.V. Glennon	Dept. of Education University of Manchester	1970	1975	MEd
31	The effectiveness of certain components of a reading scheme for ESN (M) children.	Mr. R.F. Gouzens	Faculty of Education University of Manchester	October 1972	June 1975	MEd

Abstract No.	Title of Research	Researcher	Institution	Year Started	Year Completed	Type Research
32	Taped reading exercises.	Mr. R.D. Grant	West Sussex Psychological Service, Littlehampton	April 1974	October 1974	School Psychological Service
33	Laterality and reading difficulty.	Mr. R. Grant	West Sussex, Psychological Service, Littlehampton	1971	1973	School Psychological Service
34	Auditory-visual matching and cerebral dominance in retarded readers.	Dr. A.H. Gregory	Psychology Dept. University of Manchester	October 1971	September 1973	SSRC £3,794
	Typography, Communications and Learning.	Dr. J. Hartley	Dept. of Psychology University of Keele and Design Dept. of Staffs College of Further Educ. The Oval, Staffs.	January 1972	March 1976	SSRC £9,735
35	A study of the predictive value of a range of pre-school assessment materials designed to determine the risk of a child's future failure in the development of reading, spelling and writing.	Mrs. B. Hornsby	Dept. of Psychological Medecine St. Bartholomew's Hospital London EC1	September 1969	September 1972	MSc
36	The development of a branching reading test.	Mr. G. Hughes	School of Education (Research Unit) University of Bristol	October 1971	September 1973	MEd
37	Annual descriptive surveys into reading attainment among 7½-8½ year old children in their last term at first school.	Mr. H.J. Hurn	The Northbrook Centre (Remedial Education Service Berks C.C., Penn Road, Slough)	May 1975	September 1975	School Psychological Service
	Dyslexia and its' social significance.	Mrs. R.M. de Hutiray	Education Assessment Centre Wrexham	July 1974	July 1976	

Abstract No.	Title of Research	Researcher	Institution	Year Started	Year Completed	Type Research
38	A survey of BBC school broadcasts for English and reading in primary and middle schools.	Mr. A. Jamieson	School Broadcasting Council BBC, The Langham Portland Place, London W1	September 1975	December 1976	BBC funded
	The reading interest in English of children overseas for whom English is a second language.	Mr. R.R. Jordan	University of Manchester		1972	
39	A psycholinguistic study of aspects of comprehension in reading.	Prof. R.A. Kennedy	Dept. of Psychology Dundee University	January 1971	December 1973	SSRC £8,565
40	Laterality: It's incidence and association with reading in primary school children.	Mr. S. Khanna	Queen's University Belfast		1971	MA
41	A follow-up study, with special emphasis on reading progress of 75 boys in a Belfast school.	Mr. A.J. Lambon	Queen's University Belfast	1970	1973	MEd
42	A study of the effect of severe visual handicap on the development of some aspects of visual perception and their relationship to reading and spelling in children in special schools for the partially sighted.	Dr. R. Lansdown	North London Polytechnic Psychology Department Three Mills Annexe Abbey Lane, Stratford		1973	PhD
43	A study of the relationship between sequencing ability and reading retardation in children aged 7 to 9 years.	Mrs. D.C. Leibowitz	Dept. of Psychology University of Reading	October 1968	October 1975	MPhil
	Reading in infant schools.	Mrs. C. Lewis	Manchester Polytechnic Department of Education	1972	1975	
44	Cognitive processes and the educational attainments of socially handicapped children — an experimental study.	Dr. R. Maliphant	Psychology Dept. University College London	October 1971	September 1973	Departmental Research SSRC £4,996

Abstract No.	Title of Research	Researcher	Institution	Year Started	Year Completed	Type Research
45	The basis and remediation of backward reader's difficulties in identifying letters.	Dr. R. Maliphant	Psychology Dept. University College London	January 1974	December 1976	SSRC £14,019
46	An inquiry into the value of programmed learning in the teaching of reading to slow learners.	Mrs. A.E. Marshall	Sheffield Polytechnic	May 1970	June 1973	MPhil (CNAA)
47	The teaching of reading in Scottish primary and secondary schools.	Mr. James Maxwell	Queen Margaret College Edinburgh	February 1972	September 1976	SSRC £83,145
48	A survey of standards of reading of the less able children aged 13-15½ years in secondary schools in Scotland.	Mr. J. Fergus McBride	Moray House College of Education Edinburgh	April 1975	October 1975	SED
49	Reading Research (i) availability and use of phonographic cues in learning to read and (ii) a study of techniques which use the redundancies and transitional possibilities in language for a variety of purposes in teaching reading.	Mr. J. Fergus McBride	Moray House College of Education Edinburgh	September 1973	September 1976	SED £1,500
50	Research into dyslexia and related difficulties.	Prof. T.R. Miles	Dept. of Psychology University College of North Wales			Department Research
51	A preliminary investigation into the oral reading errors of children using i.t.a.	Miss T. Money	University of London	1971	1972	MSc
52	Pre-school reading experience and learning to read.	Mr. B.C. Moon	University of Bristol	July 1975	September 1976	MEd
53	The use of graphic semantic and syntactic information by young readers.	Dr. L.A. Murray	Psychology Dept. University College, London	1971	1976	PhD

Abstract No.	Title of Research	Researcher	Institution	Year Started	Year Completed	Type Researcher
54	Some psycholinguistic disabilities of poor readers, their diagnosis and remediation.	Mr. J.G. Naylor	Dept. of Education Manchester University	September 1972	September 1974	MEd
55	Some factors contributing to reading readiness.	Mrs. C.M. Norris	School of Education University of Southampton	September 1973	March 1975	MA (Ed)
	Teaching of reading in Welsh	Miss E. Ogwen	Cardiff College of Education	1974	1976	
56	The potential disabled reader: a study of the predictive value of a test of motor impairment.	Mr. M. Page	Weymouth College of Education	1971	1976	MEd
57	A consideration of some of the problems caused by English orthography when teaching initial reading to foreign pupils unaccustomed to English script.	Mr. M.J. Paine	London University Institute of Education		1974	MA
58	Oral and written behaviour of junior children in stimulus-controlled and stimilus-free verbal situations.	Miss M. Payne	Dept. of Psychology University of Durham	1971	1974	PhD
59	Aspects of vertical grouping in the infant department of an urban primary school (including assessment of reading standards)	Mr. David Philip	Dundee College of Education	September 1972	December 1975	Personal Research
	Edinburgh reading tests. A series of semi-diagnostic group reading tests for 7-16 years.	Mr. A.E.G. Pilliner	Geoffrey Thomson Unit University of Edinburgh	1972	1975	Institute Research
60	Screening procedures in the school psychological services their use in England and Wales and some aspects of their payoff in two settings.	Mr. A.E. Potton	University of Reading School of Education	1972	1975	MEd

Abstract No.	Title of Research	Researcher	Institution	Year Started	Year Completed	Type Research
61	The design and evaluation of a reading efficiency course for University students and other highly literate adults.	Mr. A.K. Pugh	Leeds University	September 1972	July 1974	MPhil
	Reading interests of secondary school children and their relationship with other activities.	Mr. A.K. Pugh	Leeds University	September 1968	July 1971	Institute Research
	The reliability of the short form of the Illinois test of psycholinguistic abilities when used with junior school boys.	Mr. P.D. Pumfrey	Dept. of Education University of Manchester		1975	Institute Research
	Reading test and assessment techniques.	Mr. P.D. Pumfrey	Dept. of Education University of Manchester	1972	1975	Institute Research
	Language abilities as predictors of late reading attainment.	Mr. P.D. Pumfrey	Dept. of Education University of Manchester	1975	1976	Institute Research
	Junior and secondary school pupils receiving remedial teaching of reading.	Mr. P.D. Pumfrey	Dept. of Education University of Manchester	1971	1974	Institute Research
	Examination of standards of reading in a year cohort.	Mr. P.D. Pumfrey	Dept. of Education University of Manchester	1971	1974	Institute Research
	Attainment in reading intelligence and ethnic group in an educational priority area.	Mr. P.D. Pumfrey	Dept. of Education University of Manchester		1970	Institute Research
62	Promoting more sophisticated use of reading tests, a national survey.	Mr. P.D. Pumfrey	Dept. of Education University of Manchester	January 1973	January 1974	Institute Research
63	The effect of punctuation on reading comprehension.	Mr. H. Raffety	Queen's University Belfast.		1972	MSc

Abstract No.	Title of Research	Researcher	Institution	Year Started	Year Completed	Type Research
64	The significance of letter position in word recognition.	Dr. G. Rawlinson	Psychology Dept. Nottingham University	October 1970	May 1976	PhD
65	Sociometric status, personality and achievement of Welsh Secondary Modern children.	Mr. Tudor Rowlands	University of Bath School of Education	1969	1975	MEd
66	Educational and medical research. Isle of Wight.	Dr. M.L. Rutter	Dept. of Psychiatry Maudsley Hospital	September 1966	August 1973	SSRC £19,054
67	Auditory synthesis and auditory visual integration in reading disability.	Mr. P. Scott	Dept. of Psychology Queen's University, Belfast		1970	MSc
68	Underlying factors in reading success and failure.	Mrs. H.A.K. Shute	Dept. of Educ. Enquiry University of Aston in Birmingham	January 1976	March 1977	
69	Teaching spelling – a comparison of five presentation methods.	Miss H. Smith	Dept. of Psychology University of Surrey	1971	1974	MPhil
70	Spelling patterns and patterns in English.	Dr. P.T. Smith	Psychology Dept. University of Stirling	February 1973	February 1976	SSRC £4,609
71	Reading and comprehension. A comparative study of some 8-9 year old children of English and West Indian origin.	Mrs. G. Smolins	Dept. of Applied Linguistics, Birkbeck College London WC1	September 1973	June 1974	MA
72	A survey of readership and attitudes among teaching staff at higher and other tertiary education establishments in England and Wales.	Mr. N. Spackman	Media Research Division Louis Harris International	February 1972	February 1973	Commissioned by Times Higher Educ. Supp.

Abstract No.	Title of Research	Researcher	Institution	Year Started	Year Completed	Type Research
	The relationship between language development and the acquisition of reading in a selected population aged between 5 and 7 years.	Sister Marie de Montford Supple	School of Education University of Reading	September 1973	October 1975	MPhil
73	An investigation into the leisure time reading habits of pupils in the first four years of secondary education.	Mr. J.J. Taylor	University of Nottingham	1966	1971	MPhil
74	Comparison between the reading readiness and early reading progress of children learning to read with i.t.a. and t.o.	Dr. D.V. Thackray	St. Paul's College of Education Rugby		1971	PhD
75	Standardisation of reading readiness tests.	Dr. D.V. Thackray	St. Paul's College of Education, Rugby	January 1972	December 1974	SSRC £1,470
76 77	Many different research projects on dyslexic type language difficulties	Mr. M. Thompson Dr. M. Newton	Applied Psychology Dept. University of Aston in Birmingham	1966		Dept. Research
	Etiology of Dyslexia: Development of early warning test (Aston Index) for written language difficulties; Various experimental research into written language.	Mr. M. Thompson Dr. M. Newton	Applied Psychology Dept. University of Aston in Birmingham	1966		PhD
79	Reading and short term memory.	Mr W.T. Thompson	Dept. of Educational Psychology Queen's University Belfast		1972	MSc
80	The effect of training in the perception and transfer of spelling patterns within words.	Mrs. A.M. Warburton	University of Manchester	September 1970	September 1971	MEd
81	An enquiry into the attitude of infant teachers towards i.t.a.	Mr. L. Weeks	University of London Institute of Education	1969	1970	MA (Ed)

Abstract No.	Title of Research	Researcher	Institution	Year Started	Year Completed	Type Research
82	A comparison of oral reading errors made by children taught to read in two different scripts.	M/s H. Whitley	University of London		1974	MSc (Ed)
	Linguistic analysis of some writing for children.	Mr. J.R. Williamson	University of Newcastle	1972	1974	
83	An investigation of the relationship between oral language skills and reading ability in junior school children.	Mrs. S. Windeatt	Swansea University	April 1976	September 1976	MEd
84	A study of some relationships between reading and listenting in primary school children.	Mrs. S. Winterbourne	School of Education University of Reading	October 1973	1976	MEd
85	Pitch learning and its relevance for the acquisition of basic language skills ie reading, spelling and writing.	Mrs. A.S. Wisbey	Institutes of Education and Otology London York University Budapest University Cape Town University Rhodes University	1960	1976	PhD
	The education of travelling children.	Mr. D. Worrall	West Midlands Travellers School	1971	1976	

INSTITUTIONS

Abstract No.	Title of Research	Researcher	Institution	Year Started	Year Completed	Type Research
85	An investigation into reading for learning problems: the development of two awareness-raising tools.	Mrs. E.S. Harri-Augstein	Centre for the Study of Human Learning Brunel University	1973	1974	
86	To explore reading as a learning conversation: Type C. Comprehension	Mrs. E.S. Harri-Augstein Dr. L.F. Thomas	Centre for the Study of Human Learning Brunel University	1973	1976	
87	Towards a theory of learning conversations and a paradigm for conversational research.	Dr. L.F. Thomas Mrs. E.S. Harri-Augstein Mr. F. Reid	Centre for the Study of Human Learning Brunel University	1972	1975	
88	Reading strategies and learning outcomes.	Mrs. E.S. Harri-Augstein	Centre for the Study of Human Learning Brunel University	1967	1971	PhD
89	The Kelly Repertory Grid as a vehicle for eliciting a personal taxonomy of purposes for reading.	Dr. L.F. Thomas Mrs. E.S. Harri-Augstein	Centre for the Study of Human Learning	1973	1974	
90	The development of techniques for the encouragement of reading and learning skill.	Mrs. E.S. Harri-Augstein Dr. L.F. Thomas Mr. D. Pendleton Mr. N. Farnes Mr. R. Beard	Centre for the Study of of Human Learning Brunel University	1968	1925	SSRC £30,000
	Developing methodologies for learning conversations.	Dr. L.F. Thomas Mrs. E.S. Harri-Augstein	Centre for the Study of Human Learning Brunel University	1974		
	The teacher, the learner and the printed word: an investigation of the classroom transactions involved in encouraging reading for learning.	Mr. D. Pendelton	Centre for the Study of Human Learning Brunel University	1974	1978-9	PhD

Title of Research	Researcher	Institution	Year Started	Year Completed	Type Research
The exploration of Phenomenological Words: The attribution of meaning whilst reading.	Mr. R. Beard	Centre for the Study of Human Learning Brunel University	October 1976	1978-9	PhD
Inner London Education Authority Research and Statistics Group Mr. Andre W. Varlaam					
ILEA Literacy Survey 1973-4 follow-up.	Mr. A. Varlaam	ILEA Research and Statistics Group County Hall London SE17 PB			
An evaluation of mixed ability teaching in two schools.	Mrs. E. Mathieson	ILEA Research and Statistics Group	1974	1976	
Literacy survey. Cohort study of children's reading standards at age 8, 11, 13 and 16 years.	Mrs. C. Mabey Mr. A. Varlaam	ILEA Research and Statistics Group	October 1975		
An evaluation of the curriculum innovation – 'language across the curriculum at one particular school.	Mrs. E. Mathieson	ILEA Research and Statistics Group	September 1975	1976	
The Initial Teaching Alphabet *Director:* Douglas Pidgeon					
The development and evaluation of a new reading programme	Mr. S. Bell	Initial Teaching Alphabet Foundation Alma Road, Reigate	June 1976	1980	Leverhulm Trust £16,115, SSRC £31,222. SSRC
National Development Programme in Computer Learning *Project Leader:* Douglas Howe					
Computer Assisted Teaching of Remedial Reading.	Peter Young Colin Tyre W.R. Broderick	Langton Information Systems Ltd 74 Newman Street London W1P 3LA			

Title of Research	Researcher	Institution	Year Started	Year Completed	Type Research
National Foundation for Educational Research in England and Wales					
Proficiency in English of immigrants of differing educational experience.	Dr. R. Summer	National Foundation for Educational Research in England and Wales Slough, Berks.	1972	1974	
International Association for the evaluation of educational attainment	Dr. B. Choppin	National Foundation for Educational Research in England and Wales	1967	1974	
Reading Level Tests	Dr. R. Summer	National Foundation for Educational Research in England and Wales			
Northern Ireland Council for Educational Research *Director:* Dr. J. Wilson					
To survey standards of reading comprehension among 11-15 year olds in a probability sample of Northern Ireland Schools.	Dr. J. Wilson	NICER 52 Malone Street Belfast	January 1976	April 1977	
Incidence and reading standards of hearing impaired pupils of secondary school age.	Dr. J. Wilson Dr. K. Trew	NICER 52 Malone St, Belfast	1974	1975	
Reading in urban schools.	Dr. K. Trew	NICER 52 Malone St, Belfast	September 1975	June 1977	
Survey of standards of reading in two Northern Ireland age populations.	Dr. J. Wilson	NICER 52 Malone St, Belfast	January 1972	March 1973	

Title of Research	Researcher	Institution	Year Started	Year Completed	Type Research
Schools Council					
Extending Beginning Reading.	Mrs. Vera Southgate Booth	School of Education The University Manchester M13 9PL	1973		Report Nos. EN 07 02 and further inform. avail. from Schools Council Project Inform. Centre
Children as readers (5-18 years)	Mr. J. Mulford	School of Education University of Bristol			
Review of post-war research and experiments in method in the teaching of reading.	Mrs. P. D'Arcy	23 Rectory Lane Kebworth Beauchamp Leics.	1967	1970	
Children's reading habits (10-16 years)	Mr. F.S. Whitehead	Institute of Education Sheffield University Sheffield S10 2TN	1969	1974	
The effective use of reading	Prof. E.A. Lunzer Mr. K. Gardner Mr. C. Harrison Mr. J. Cole	School of Education University of Nottingham	1973	1976	Report No. EN 10 02
English in the middle years of schooling	B. Newsome	Goldsmiths College New Cross	1970	1972/3	Report EN 08 20

For further information please apply to Schools Council Project Information Centre, 160 Great Portland Street, London W1N 6LL.

Title of Research	Researcher	Institution	Year Started	Year Completed	Type Research
Scottish Council for Educational Research *Deputy Director:* Gerard J. Pollock					
International inquiry into attainments in science, reading comprehension and french as a foreign language.	Gerard J. Pollock	16 Moray Place Edinburgh			

Abstract No 1 Attributes of reading-apparatus and its use at infant level

AMOS, Mr. Evan Andrew Donald

Institute of Education
University of London

started
completed 1971

MA

Aim:
To obtain data on the attributes and use of reading apparatus, towards formulating an adequate definition of the term.

Subjects:
Select group of 13 urban primary schools, falling within 3 age bands, comprising 12 units balanced for research purposes.

Procedure:
In this original and exploratory research, data were derived from the two jointly applied techniques of interview and observation. Interview of Headteachers (by blended focus and schedule techniques) preceded visits to each school for the observation and detailed listing of any and all apparatus linked with reading, in the school's lowest age-group class. Interview and observation were jointly used to elicit data amendable to identifying major attributes of reading apparatus, for later application towards defining it.

Results:
The research yielded much previously unrecorded data. Principal findings included the following:

Lack of clear overall purposes by teachers relating to apparatus-use: little genuine group-use of apparatus was found; teacher produced items were mainly of verbally-biased content: teachers produced the content-range and quantity of apparatus expedient to class needs: much apparatus required use of the visual modality only: of form, dimension, scale and colour (as main physical attributes) colour predominated: cognitive and language development emerged as principal developmental attributes: apparatus could be categorised on linguistic form and function.

Abstract No 2 Reading achievement and oral language abilities in primary school children

ANDERSON, Mrs. Norma Vivienne

University of Leicester
School of Education
Leicester

started 1973
completed 1976

MA (Ed)

Aim:
To discover whether children who, at age 7-8 have made high progress in reading, are more able in their oral language ability than children who have made low reading progress, and to account for social class and sex in forming the subgroups.

Subjects:
80 children aged 7-8 years, 40 of whom were classified as 'high progress' readers and 40 as 'low progress' readers. In each group of 40, half came from middle class backgrounds and half from working class backgrounds. Boys and girls were equally represented in each group.

Procedure:
Groups and subgroups were formed after extensive testing to ensure matching for age and non-verbal intelligence (Raven's Coloured Matrices.) The 80 subjects were then given 13 oral language measures (receptive, intergrative and expressive), and the results analysed in relation to reading ability, social class and sex.

Tests:
Neale Analysis (form A). 6 subtests of the ITPA; EPVT; Crichton Vocabulary; two measures of Ask/Tell; an adapted measure of Listening Comprehension; two devised measures, one of giving directions (clarity of expression) and one of receiving instructions (accuracy of listening.)

Results and Conclusions:

1 High progress readers achieved significantly higher scores than low progress readers on all oral language measures. Within social class and sex groups, highly significant differences still obtained.

2 Some oral language measures showed a particularly strong relationship to reading ability.

3 Social class analysis showed middle class scores consistently higher than working class scores, but the significance of the difference was less striking than between high and low progress readers.

4 There are suggestions about aspects of oral language ability which may be predictors of reading achievement, but questions of mutual influences are raised.

Abstract No 3 — Discrimination of spatial orientation of form, with special reference to the spatially confusable letters and reading

ASSO, Dr. Doreen

London University
Goldsmiths College

started 1967
completed 1976

PhD

Aims:

Letter orientation appears to provide an important cue for the direction in which the word should be read. Therefore learning the correct orientation of letters and learning to read words are probably strongly connected. We were interested in the development of spatial orientation, especially with reference to the spatially confusable letters.

Procedure:

1 We compared young children's ability to discriminate visually between different spatial relations with their ability to comprehend the spatial words related to the same relations.

2 We then compared the same abilities in relation to discrimination of letters.

3 We investigated the effect of increasing amounts of overt verbalisation on letter discrimination.

4 We compared performance on matching and recognition of forms with the same tasks using letters.

Results:

Visual discrimination was much easier than verbal comprehension of spatial relations. The same was largely true of letters (depending somewhat in method assessment). Recognition of letters was somewhat easier, aged 5¾ to 6½, with less verbalisation. Concluded learning of letters is a separate ability from the ability to perceive and remember other forms and their orientation.

Abstract No 4 — Abilities in language comprehension associated with convergent and divergent styles of thinking with special reference to students in higher education

BAKER, Mrs. Rosemary

Higher degrees and research division
University of Newcastle-upon-Tyne

started 1972
completed 1976

MEd

Aim:

To differentiate between types of difficult English with particular reference to Arts and Science students.

Subjects:

60 Polytechnic students in first year of degree or degree equivalent courses , 20 visual arts, 20 science, 20 humanities.

Procedure:

Sample selected with control for sex and social class. Arts/Science group contrasted with each other and both related to the English group.

Tests Used:

3 tests devised: one basically convergent in demand, one more divergent and one interview test in which the interview 'leads' the subject noting types of response.

Results:

No group showed a significantly higher ability to comprehend English. There was some evidence that the visual arts students were more ready to invent answers to questions than scientists.

Abstract No 5 The effect of auditory perceptual training on backward readers

BAILEY, Mr. T.J.

Faculty of Education
University of Birmingham

started
completed 1976

MEd

Procedure:

From two Essex primary schools 30 subjects were selected on the following criteria:

1 Chronological age between 7-9 years. Mean 8.03 years.

2 English Picture Vocabulary test within the range 75-115. Mean 96.64.

3 Reading age 7.2 years or below on the Schonell GWR test. Mean 6.74 years.

4 No known hearing or sight impairment.

5 No degree of emotional disturbance exhibited.

6 No prolonged absences from school.

7 Failure on one or more of a battery of auditory perceptual tests including Discrimination (4 tests), Memory (1 test), Synthesis (4 tests), Analysis (1 test) and Auditory – visual integration (1 test).

The subjects were randomly assigned to one of three groups.

Group I received a perceptual training programme devised by the experimenter and designed to teach the auditory sub skills previously delineated. The subjects received the taped programme for one hour per week over a period of nine weeks.

Group II the comparison group was included to control for the attention factor. The subjects received a listening programme consisting of 9 hours taped stories from SRA Listening Lab 1b and DEA Language Centre 2 plus comprehension questions.

Group III acted as the control group and received no treatment.

A battery of tests was administered to the three groups before and after treatment in an attempt to answer two questions.

1 What is the effect of training in deficient auditory perceptual skills on a group of backward readers?

2 Does training in auditory perception improve reading?

Results:

1 As had been hypothesised the experimental group made significantly greater improvement in auditory perception than either the comparison or the control group.

What was unexpected was that the comparison group failed to make any significant gain over the control group despite the extra 'attention'.

2 There were no significant differences between the three groups on word recognition and oral and silent reading comprehension tests at the end of the experiment.

Conclusions:

1 Systematic training in auditory perception can improve those subskills in which the backward reader is deficient.

2 Systematic training in auditory perception in the short term does not significantly improve reading.

Abstract No 6 Perceptual motor and language defects in backward readers of average intelligence and their relationship to developmental history.

BALE, Dr. Peter

University of Surrey started 1972
Department of Psychology completed 1976

PhD

Aim:
To study the relationship of perceptual motor variables in backward readers of average intelligence aged between 7½ and 11 years. Examine the relationship of these variables to difficulties in pregnancy and birth, developmental history hyperactivity and behaviour.

Subjects:
82 boys were selected from original sample of over 1400 boys in Eastbourne, plus a control group of normal readers of the same age, intelligence and background.

Procedure:
Tested visual, visual motor perceptual ability, auditory visual integration, auditory discrimination, auditory memory, right-left discrimination, laterality, motor ability, psychomotor ability, motor impersistance – related results to developmental history and behaviour.

Tests Used:
Bender, Mosley P O P Test, Belmont and Birch Test, Stott test of motor ability, Wepman test of auditory discrimination, Harris test, Gibson test, of motor impersistance. Rutter Parental/Teacher Questionnaire.

Results:
Of the 82 backward readers one third had severe perceptual motor problems, one third moderate difficulties and a third very mild or no difficulties. The severe and moderate groups had significantly more problems eg low birth weight, prematurity and toxeamia during pregnancy in the mother. They were more delayed in their walking, more uncontrolled and restless and more anti-social. All groups had more language difficulties than the control group especially the non-perceptually motor impaired boys.

Abstract No 7 Some factors associated with reading ability

BARNES, Mr. Peter

University of Nottingham started
SSRC studentship awarded £502 for 3 years completed 1974

MPhil

Aim:
To explore some details of the relationship between the reading ability of 10 and 11 year old children and various aspects of their home, background and personality.

Subjects:
A sample of 697 children aged 7, and a subsample (N = 124) of these for whom standard test scores were available at the age of 10-11 years. The children were the sample followed in the longitudinal study of child rearing of Drs. J. & E. Newson. The sample was randomly selected from the birth records of the City of Nottingham. At the time of testing all of the sub-sample lived and attended school in the Nottingham area.

Procedure:
Comparison of good and poor readers by various measures of home background and personality. Subsample matched for sex, social class, family size and position.

Tests:
Neale Analysis of Reading Ability
Rutter's Child Scale B
Sixteen indices of family background and personality derived from the longitudinal data.

Results:
Direct encouragement and support of literacy in particular and education in general, together with the development of a child rationally socialised to adult norms, emerged as the pattern most characteristic of the family background of good readers.

Published:
"Perspectives on school at seven years old' by J. & E. Newson and Peter Barnes published by Allen & Unwin.

Abstract No 8 Language and the middle years

BARRETT, Mr. Roger

Department of Education
University of Southampton

started 1975
completed 1976

MA Ed

Aim:

To establish a rationale for a language based curriculum in the middle years.

Subjects:

12 year old middle school children in their first term of middle school and their first term in secondary school.

Procedure:

Two groups observed throughout the school day with monitoring of language opportunities as they arose; then similar observation and monitoring with the same children in secondary school. Observation continued over a week in each school.

Tests Used:

Modified form of recording sheet (Flanders) used to monitor 29 categories of language opportunity, including formal and informal reading, writing, talking and listening.

Results:

Twenty five conclusions listed as a basis for a language based curriculum in the middle years; also tables of recorded classroom language opportunities.

Abstract No 9

1 The progress of poor readers in Secondary Schools

2 Reading Standards in Salfords Primary Schools 1969-74

BOOKBINDER, Mr. Geoffrey

Salford School Psychological Service Research

started 1969
completed 1975

Aim:

1 To ascertain annual standards of reading in order to have a yardstick against which, action designed to bring about improved standards, can be measured.

2 To find out the progress made by poor readers in Secondary schools and to a ascertain the proportion of semi literate school leavers.

Subjects:

1 10,000 children annually. 20,000 in 1974.

2 400 children.

Procedure:

1 All children from top infants to top juniors were given an individual reading test.

2 All children who left primary school below R.A. 9.0 years on graded word list in 1969 were followed up and given further test before leaving Secondary School in 1974.

Tests Used:

1 Schonell G.W.T. (1969-72) and Salford Reading Test (1976) (Hodder & Stoughton).

2 Schonell G.W.T. Holborn and Salford Reading, Test Schonell Spelling Test.

Results:

1 About 20% of Salford children score less than 2, 10, 20, 30, 40 words on Schonell G.W.T. at the end of infant school, and 1st, 2nd, 3rd, 4th, year junior school respectively.

2 7% and 15% respectively of all Salford school leavers score below a reading and spelling level of the average 9 year old. This suggests that spelling standards have fallen dramatically in the last few decades and that, on the criteria of spelling, one Salford child in 7 fails to achieve literacy during his school career.

Publications:

Revision of Schonell G.W.T. Test norms.
Published by Oliver & Boyd 1972.

Abstract No 10 A study of differing ways of implementing remedial intervention in relation to reading standards among primary school children in a local education authority.

BOOTH, Mr. Victor

Queens University, Belfast
Department of Psychology

started 1967
completed 1972

MA

Aim:

To evaluate ways of implementing a programme of remedial intervention to help children retarded in reading.

Subjects:

The experimental sample constituted all retardates within a defined chronological age range. To identify these retardates preliminary survey work was undertaken, and throughout the duration of the experimental investigation data was gathered on the sample.

Procedure:

The subjects in the investigation were divided into three groups. One constituted the control group and the others were given the remedial programme in differing ways. Assessment of all the results was made immediately tuition ceased and again at the end of one year, from the cessation of the remedial tuition and a third time six months later.

Results:

In major investigation involving retardates identified by the survey 1967-68 it was found retardates benefited from the remedial intervention and that long term results favoured intensive remedial tuition. In a minor investigation involving retardates added in to make up group numbers the same basic result was found – remedial intervention was worthwhile, but this additional group responded better to extensive remedial tuition.

An attempt is made in the thesis to reconcile the conflicting findings and a programme suggested for helping the retardates.

Abstract No 11 Parent/Child/Teacher interaction and its effects on children's progress in reading.

BRADLEY, Mrs. P.E.

School of Education
University of Leicester

started 1971
completed 1977

MEd

Aim:

To compare the progress in reading of two groups of children visited at home with that of matched group of children who were not visited.

Subjects:

80 subjects (40 infants 6-7 school 1)
(40 juniors 1st year school 2)

Equal number of boys and girls, good and poor readers. 40 children, twenty from each group were visited at home.

Tests used:

Southgate group reading test
Schonell G.W.R. test
Wepman Auditory Discrimination
Goodenough Draw-a-Man
Young non-reader intelligence test.
Family Circle test, V. Bradley
Tests for Laterality (Harris)
Teachers estimates: Assessments – parental involvement
– childrens motivation

Results and Conclusions:

The children visited at home made significantly more progress in reading than the unvisited groups.

In school 2 the poor readers who were visited made very significant progress. There was no significant difference between the visited and unvisited groups of good readers.

Scores for parental involvement were significantly associated with childrens motivation in reading.

The results of tests for sex differences were not significant.

Abstract No 12 A study of the relationship between backwardness in reading and attitude to school

BRANDON, M/s. Jacqueline

Aberdeen University

started 1972
completed 1973

MEd

Aim:
To investigate the possible relationship between poor reading attainment and attitude to school.

Subjects:
56 children who scored 8 on the NFER Reading Test NS6 in June 1972 were followed up approximately 9 months later. By then the children were in P7. They were scattered over 23 schools in Aberdeen. The experimental group was compared with a control group matched for sex, age and school class.

Procedure:
All children were tested in small groups on the School questionnaire S7 devised by J.C. Barker Lunn. Comparisons were made between groups for:

Attitude:	a	attitude in school work
	b	interest in school work
	c	importance of doing well
	d	attitude to class
	e	other image of class.
Personality:	f	conformity
	g	relationship with teacher
	h	anxiety in the classroom
	i	getting on well with classmates
	j	academic self interest

Data was also collected on IQ scores and social class from school records. The statistical technique used for analysis of results was chi-square.

Results:
No demonstrable difference between groups was found in attitude scales nor on 'conformity' or 'anxiety'. Differences were found between the groups in their perceived relationship with the teacher ($p = 0.10$) with classmates ($p = 0.05$) and their academic self image ($p = 0.01$). In each case the experimental group saw the relationship as poor. It is hypothesized that children at the primary school stage are concerned with personal failure but that they perceive that failure in relation to people rather than to the abstract concept 'school'.

Abstract No 13 The development of reading strategies among primary school children.

BURKE, Dr. Elizabeth

University of Manchester
Department of Education

started 1974
completed 1976

PhD

SSRC £1,000

Aim:
To explore differences in pattern among various kinds of miscues made by children when attaining competence in reading.

Subjects:
Primary school children (7½-9 years) – total sample size 278. 12 primary schools being sampled in all.

Procedure:
Childrens oral reading miscues assessed for graphic proximity and syntactic and semantic acceptability. The measures so obtained being subjected to an analysis of variance, taking account of age, sex, school type (formal, semiformal, informal) and school emphasis on reading.

Tests Used:
A ten point scale of graphic proximity adapted from Goodmans taxonomy. Five point scales of syntactic and semantic acceptability constructed by the investigator.

Results:
Quality of miscue was found to improve with age but not uniformly so, the greater improvement being for semantic miscue and the least for graphic. None of the other interactions involving miscues were found to be significant. It is suggested that teachers pay attention to the pattern and quality of childrens miscues rather than merely the number of miscues made.

Abstract No 16 Cognitive style and the development of thinking

CARTER, Mr. William John

The University
Southampton

started 1975
completed 1976

MA(Ed)

Aim:

To examine and test relationships between cognitive style (Kagan) and development of thinking (Peel).

Subjects:

Adolescents 12-15 years.

Procedure:

Construction and application of tests of intelligence, judgement and cognitive style. Data analysis using statistical package for social sciences and cluster analysis.

Tests Used:

Ravens Progressive Matrices A B C D & E
Judgement: Adapted from Peel 1971
Cognitive style Satterly 1970

Results:

Question of operational validity of Peel's intuitive category was explained using catastrophe theory. No direct link between cognitive style and development of thinking was established.

Contextual variation was found to influence problem solving.

Abstract No 17 The development of syntactical and semantic structures during language acquisition.

CHAPMAN, Mr. L.J.

The University of Aston in Birmingham
Gosta Green, Birmingham

started 1968
completed 1975

PhD

Aim:

1 To trace the development of syntactical structure acquisition between 5-11 years.

2 To trace the semantic structure acquisition between 5-11 years.

Subjects:

Primary school children aged between 5-11 years drawn from various schools in the County Borough of Worley.

Procedure:

Various – mostly immediate recall in 1

Mostly free recall in 2 plus card sorting judgment techniques after George Miller's work. Most of the material produced for the research was originated by the author.

Results:

Syntactical structure showed that when length of structures and vocabulary were controlled syntax interacted differently with the level of vocabulary employed.

Considerable amount of evidence related to the acquisition of semantic field was collected as well as data concerning the underlying dimensions concerned with developmental language patterns.

Publications:

Chapman, L.J. Some influences of semantics on reading development. Paper presented to the 13th Annual Conference UKRA Durham University 1976.

Chapman, L.J. 'The Development of the Control of Syntactical Structure' *Educational Studies* Vol 1, No 1, March 1975.

Abstract No 18 An analysis of cultural modalities, values, attitudes and behaviour found in childrens' primary reading schemes.

COTTON, Mr. Bernard

Department of Sociology
Institute of Education
University of London

started 1974
completed 1975

MA

SSRC Pool Award

Aim:
To reveal both the implicit and explicit information presented to children within reading schemes.

Procedure:
A cross-represented coding procedure of modalities attitudes and values: based on a notion of binary oppostition.

Tests:
Instrument developed especially for this project.

Results and Conclusions:
That a wide range of culturally constructed statements about the social construction of society are located within the matrix of children's reading schemes: we believe that the complex network of attitudes, value, modalities display the properties of a communication system which can be viewed as symbols, forming a bridge to rules and their meanings.

Abstract No 19 Language in the classroom: a study of language in the school classroom with particular reference to the model of language function proposed by James Britton.

DEAN, Mr. Andrew

Department of Education
University of Southampton

started 1974
completed 1976

MA (Ed)

Aim:
To investigate language in the classroom with particular reference to the model of language function proposed by James Britton.

Procedure:
Tape extracts/Transcripts used from all lessons of one class of 12 year olds for one week along with studies of their written work and their textbooks.

Results:
The James Britton model of language function not only does not meet the need of teachers in the classroom (it falls below the level of minimum complexity necessary to describe the uses and meaning of language) but is in itself an incoherent and unsatisfactory model.

Abstract No 20 A developmental study of cues used in reading

DIXON, Mr. Malcolm

School of Education
University of Liverpool

started 1975
completed 1976

MEd

Aim:

a To investigate the relative importance of a number of cue systems used in word recognition.

b To investigate the development with age of these cue systems.

c To investigate and compare the use of the cues by boys and girls.

Subjects:

613 children originally tested from two co-educational junior schools – from this a sample of 480 children was drawn aged 7-11 years. This consisted of four groups:
1st year group – 120 children aged 7 years 3 months – 8 years 2 months.

2nd year group – 120 children aged 8 years 3 months – 9 years 2 months.

3rd year group – 120 children aged 9 years 3 months – 10 years 2 months.

4th year group – 120 children aged 10 years 3 months – 11 years 2 months.

Procedure:

613 children initially given Young Group Reading Test, from this randomly drew sample of 480 children. A variation of a cloze test of reading comprehension was administered to the 480 children. The cloze test used was that developed by American researchers in which every 5th word of known separate 50 word passages, was deleted. The passages presented in 2 separate test papers were randomly selected from a sample of material which was read by children of this age range. Four forms of the cloze test were used. Each presented different cues to aid the samples in recognising the deleted words.

The four cue systems were
a Initial letter plus context cues.
b Final letter plus context cues.
c Context cues only.
d Configuration plus context cues.

Children were randomly assigned to one of the four variations.

Results subject to analysis of variance between groups, between age groups and between sexes.

Results:

Children were assisted in their ability to completed the cloze tests as often by initial letter cues plus context cues as by configuration cues plus context cues. Both of these cue systems were found to be superior to final letter cues plus context cues and to context cues alone. Context cues were the least helpful of all the 4 systems considered but were of assistance to all ages. The ability to utilise configuration cues, initial letter cues, final letter cues and context cues was found to increase with age during this stage of education. Girls utilised the four systems more than the boys. Correlations between Young Reading Test and pre-cloze, (every 5th word deleted), tests produced a co-efficiency correlation of 0.81.

Abstract No 21 The use of standardised tests of ability and attainment in schools.

EDMONDS, Mr. D.L.

School of Education
University of Birmingham

started 1974
completed 1974

MEd (Ed Psychology)

Aim:

1 To describe test usage among school teachers in a single LEA and to describe test usage of specialised teaching services in that authority.

2 To develop an attitude scale to measure attitudes towards tests and testing.

3 To apply the attitude scale to the teachers in the authority.

Subjects:

Teachers in 46% of schools: 54% response rate to Q1 ie 93 schools. 55 schools returned Q2 the attitude scale.

Procedure:

Questionnaires piloted in West Midlands; mail to main sample Q1, then mail to willing respondents Q2. SPSS on 1906A used on data.

Tests:

Likert scale (Q2) plus factual questionnaire (Q1).

Results:

1 85% of schools used standardised tests.

2 48% tested 'ability'.

3 75% tested attainment of some kind, 72% tested reading attainment.

4 Many schools had more than one test instrument available.

5 No obvious unified policy in choice of tests.

30 different cognitive tests named by sample, 17 reading tests named.

6 35/88 cited initial T.T. as their training in testing; 19/88 'wrote in' that they had no such training.

7 Attitude scale results inconclusive.

Abstract No 22 Response to literature: a study of the responses of thirteen and fifteen year olds to five passages on a theme of violence.

ELLIS, Mr. James I.

School of Education
University of Birmingham

started 1969
completed 1970

MEd

Aim:

To measure the development of response to violence in literature between 13/15 years with some analysis of the difficulties encountered by adolescents in their responses.

Subjects:

50 boys and girls aged 13+ and 50 boys and girls 15+ in the 106-116 IQ range.

Procedure:

The sample was given five passages on a theme of violence over a period of two weeks. A key question on each passage required reasons to be given for liking or disliking it. A separate test measures comprehension.

Tests:

Multiple choice comprehension test.
Squire analysis of response.

Results:

Both 12+ and 14+ boys and girls had a preponderence of responses in the literacy judgement category but 14+ pupils revealed a greater interpretational ability and objectivity of judgment.

Adolescents seem likely to be moved by violence nearest their own experience and responses suggest that such material needs sensitive handling. As well as group differences, individual differences are important.

This passage is important in producing widely different patterns of response. Non literal language in literature is a particular problem for pupils when making their responses.

Abstract No 23 Junior school pupils rejection of school library books.

FENWICK, Mr. G.

University of Manchester

started 1968
completed 1972

MEd

Aim:
To find out why the rejection of fiction books occurs.

Subjects:
191 children aged 10 and 11 years selected from six primary schools.

Procedure:
These subjects kept records for a period of six weeks of the fiction books which they selected from the school libraries. These records indicated whether the books were completely or partially read before they were returned to the libraries.

Tests:
A home information sheet was used to determine public library membership and the number of books in the home. The Hall-Jones social grading of occupation scale Cattell and Parkers childrens personality questionnaire. Schonell G.W.R. Test. The Flesch scales for reading ease and human interests.

Results:
When factors related to the children and their environment were examined the results showed social class and the provision of school library books to be linked significantly with this type of rejection. An examination of the selected books revealed a significant relationship between rejection and the number of words and proportion of illustrations that a book contained.

Publications:
Educational Research Vol 17, No 2 1975.

Abstract No 24 An exploratory study into the area of reading – for-learning, carried out with children from the 'middle school' age range.

FIDGE, Mr. L.

University of Sussex

started 1976
completed 1976

MA (Ed)

Aim:
To encourage a small group of children to become more effective and self organised in using a reading-for-learning skill (ie the ability to select the main ideas from texts).

Subjects:
Girls from 4th year junior school matched for age, social background, entering reading ability as measured by standardised test.

Procedure:
Two matched groups of 5 subjects each.
1 group = control group.
2 group = experimental group.

Both given pre and post tests measures. Experimental group underwent instructional programme developed by researcher. Attempt was also made to monitor researcher/subject interaction in teaching/learning situation.

Tests Used:
Neal Analysis of Reading Ability.
Bristol Achievement Tests in English.
Researchers own test for ability to select main ideas.

Results:
Dramatic improvement recorded in tests results.
It seems possible to say that reading-for-learning skill can be taught and for children to learn to use it more effectively. Programme of instruction resulted not only in improvement in that particular skill area but 'generalised' to other curriculum areas too eg English. Children appeared to become more autonomous and self organised as learners in using that particular reading-for-learning skill.

Abstract No 25 A study of reading attainment in very able children.

FORRESTER, Mrs. Ann

University College of Swansea
Department of Education

started 1975
completed 1976

MEd

Aim:

The study seeks evidence concerning the degree of under achievement in reading among very able young pupils. Some authorities advocate special educational attention to meet the alleged special needs of the exceptionally able but various studies that have investigated under achievement possess a number of shortcomings. Firm evidence of need is sought utilising existing survey results as a base and examining teacher awareness of very able pupils.

Subjects:

Main sample consisted of 85 top infants from South Wales aged 5½-6½ years, constituting the year group of an LEA school district. From the main sample an average and an able sample matched for sex and school class was selected 15 months later.

Procedure:

Using regression techniques, the relationship between scores from the English Picture Vocabulary Test 1,and the Burt Re-arranged Word Reading test was examined. In the case of the subsamples, the relationship between Stanford Binets IQ's and Burt raw scores was established for each, then compared for significant differences. Personal observation on the subsample children were obtained from their teachers, by means of a standard structured interview. The Sign Test was used to analyse significant differences in teacher perception.

Results:

No conclusive difference was established in the score relationships shown by able and average children; an amended study design might allow more conclusive results. The findings suggest that teachers are generally aware of able pupils; and perceive them as relatively bright; support was not obtained for the suggestion that the exceptionally able lend successfully to conceal their abilities.

Abstract No 26 An analysis of the Stott Programmed Reading Kit (Second Edition) using the Sussex scheme for the analysis of curriculum materials.

FRANCIS, Mrs. Jean

University of London
Institute of Education

started 1975
completed 1976

MA (Ed)

Aims:

The factors which contribute towards the curriculum in any school tend to be specific and complex and it is unlikely that all of the variables in one school could be duplicated elsewhere. One common factor may be that all schools use to some extent, curriculum materials. An evaluation of such materials may facilitate wise choices, both educationally and financially. This study aims to provide an analysis in depth of one such set of materials.

Procedure:

1 To investigate the materials in the light of questions posed by the Sussex Scheme eg cost, description, content, aims, rationale, content.

2 Evidence from publications about the material.

3 Description and evaluation of the materials in use.

4 Evaluation of evidence of aims and objectives.

5 Possible modifications.

100 Questionnaires sent out
60+ returned.

Results:

The materials seem remarkably successful over a wide age range. Research has shown the likelihood of success for a large proportion of pupils learning the phonic code.

Abstract No 27 Contributory factors in learning to read.

FRANCIS, Mrs. Jean

North East London Polytechnic
Dagenham

started Jan. 1976
completed Sept. 1976

MA (Ed).

Aim:

To view reading as part of an individual's development of awareness and to develop a model of contributory factors in this process.

Procedure:

The work was academic and based upon a consideration of the literature in the field. A model was developed which related reading to development of awareness and each stage was discussed in the light of background reading.

Results:

Reading is a complicated and specifically individualised activity of which the builders of curricula probably need to be much more aware. There are still many questions to be considered about the relationship between aims, objectives and their evaluations. That some of these questions are now being posed shows how perception of the learning task has changed during the last 100 years.

Abstract No 28 A comparison of brief reading programmes for adult illiterates in two centres

FULLWOOD, Miss Elizabeth

Guys Hospital Medical School
Dept. of Human Communication Studies
London

started 1974
completed 1975

MSc

Aim:

a to measure progress of 2 groups of adult illiterates on 2 reading programmes.

b to look for characteristics of adult illiterates.

c to compare drop-out group.

Subjects:

55 from Adult Literacy Programme at Experimental Centre and 31 from similar programme at Control Centre.

Procedure:

Neale Analysis A – as the initial test and NFER DH Non-verbal.
After 48 hours teaching – Neale Analysis B.
One group followed Ladybird scheme – the other was streamed and used 'language experience' approach.

Tests:

Details of control group:
WAIS Digit Span. Daniels and Diack Visual Discrimination
EPVT 3, Questionnaire and interview.

Results and Conclusions:

Both groups made very significant progress. There was no significant difference between the two groups, however the experimental group made the greater improvement despite having significantly lower scores on Neale A and NFER DH. Generally came from larger than average families, lower socio-economic groups and had attended school less frequently than normal. Concluded that follow up needed but designed programmes do seem to help adults to read.

Abstract No 29 A study of cognitive operations, representational ability and language in readers of varying ability.

GALE, Mrs. Janet

Institute of Education
University of London

started 1972
completed 1972

MSc

Aims:

A set of cognitive variables was isolated which, from theory and evidence accumulated to date, seemed to be important in the process of reading. These were language, understanding of concepts used in reading, vicariances, bi-univocal multiplication and spatial representation. The last 3 of these are related to the Piagetian period of concret concrete operations. The empirical study was designed to ascertain the extent and nature of the influence of these variables in a sample of poor and average and good readers.

Subjects and Procedures:

The sample was made up of 8½ to 9½ year olds – 12 poor readers, and 16 average readers – drawn from 3 urban state schools. A reading test was administered to subjects as a group, but other tests administered to them individually. The tasks were spread over 3 sessions during a period of one to two weeks. Tests were based on ones already used by other workers (ie Piagetian Tests: Spatial Representation; Language ability; Child's understanding of concepts used in Reading; Raven's Progressive Matrices: Mill Hill Vocabulary Scale Reading Test).

Results:

A one-way analysis of variance showed that all major test variables differentiated between poor and good readers, as did all subtests except a task of drawing water-levels from a model. Analysis of stepwise regression showed that the best predictors of reading scores were operational ability (vicariances and biunivocal multiplication) and language (grammar and vocabulary). Representational ability was of less importance. This was the case, even when IQ and Age in the sample were controlled statistically.

Abstract No 30 The modification of language codes and their relation to reading attainment in adolescents

GLENNON, Mr. J.V.

Department of Education
University of Manchester

started 1970
completed 1975

MEd

Aim:

To investigate the effects of a reading programme and a specific language programme on the oral and written language of uses of a restricted language code. To investigate the language codes of children whose reading attainment improves markedly in relation to other pupils from similar socio-economic background whose reading shows little improvement.

Procedure – Stage 1

This study, based on Bernstein's theory of language codes was conducted amongst 13 and 14 year old pupils in a secondary school in Stockport. The first stage was an attempt to modify the language of restricted code users in the direction of elaborated code by means of (a) a specific language programme and (b) an SRA Reading Programme.

Results – Stage 1

The results showed no significant differences between treatment groups and control group on any of the six measures used for written language or on any of the twelve measures used for oral language.

Procedure – Stage 2

The second stage of the experiment was an investigation into the relationship between language codes and reading attainment. The sample was divided into groups showing high, average and low improvement in reading age over a period of one year. Their written language was analysed for eight features at the beginning of the period and again after 12 months. The analysis showed that on 4 of the 8 measures the language of the whole group became less restricted.

Results – Stage 2

There were no significant differences in rate of code modification between the three reading improvement groups.

Abstract No 31 The effectiveness of certain components of a reading scheme for ESN (M) children

GOUZENS, Mr. Richard F.C.

Department of Education
University of Manchester

started 1972
completed 1975

MEd

Aim:

To ascertain whether Colour Story Reading (Jones 1967) as it was used in the experiment to structure a language experience approach was an effective scheme for teaching ESN (M) children.

Subjects:

Three classes in an ESN (M) school (CA 11-14 years) 24 boys selected as poor readers from Carver Word Recognition Test were randomly assigned to one of four experimental groups.

Procedure:

The groups were given an equal number of boys and girls.
Group A was presented with complete scheme.
Group B, C, D were presented with complete scheme but without one of the components. After two terms a post test was administered and a post, post-test was administered on returning from the summer vacation.

Results:

Colour Story Reading used as it was in this study was shown to make a significant contribution to the development of word recognition skills in this sample of ESN (M) children. Significant differences in the effectiveness of the components under investigation were not demonstrated in the main study when measured by a word recognition test.

Abstract No 32 Taped reading exercises

GRANT, Mr. Ronald David

West Sussex Psychological Service Research

started 1974
completed 1974

Aim:

To evaluate the usefulness of tapes prepared for children with reading difficulty.

Procedure:

Using first two passages of A, B, C in Neale Analysis recorded at 6 different speeds with 80 children of ages 5+ – 10+. Test 1-6 at speeds set on a metronome as follows:

Test 1	1 word per 1.25 seconds
Test 2	1 word per 1.00 seconds
Test 3	1 word per 0.75 seconds
Test 4	1 word per 0.625 seconds
Test 5	1 word per 0.500 seconds
Test 6	1 word per 0.200 seconds

Results:

Between RA 6 and 7 (Schonell R1) there is a change in cognitive skills when listening and following a test. Up to a RA of 6.0 years children can only follow at 1 word per second. At 6½+ years any speed can be followed.

Abstract No 33 Laterality and reading difficulties

GRANT, Mr. Ronald David

West Sussex Psychological Service Research

started 1971
completed 1973

Aims:

To find any relationship between crossed laterality and reading difficulty.

Design and scope of the investigation:

To compare the incidence of crossed laterality amongst children with reading problems and the normal school population.

Size and composition of the sample: (where appropriate)

662 children more than 2 years retarded and 1,316 children of primarys chool, ages from 7-10 years.

Methods Used:

Eye dominance, sighting through hole in paper.
Hand dominance – hand preferred to joint two crosses.

Results and Conclusions:

No significant difference between normal and failing children. The direction of joining crosses was significant. Directional confusion was related to reading difficulty.

Abstract No 34 Auditory-visual matching and cerebral dominance in retarded readers

GREGORY, Dr. A.H.

Manchester University
Department of Psychology Research

started 1971
completed 1973

SSRC £3,794

Aims:

The aim of this project is to investigate some of the skills which may be related to reading attainment in particular the matching of auditory and visual stimuli, and the ability to order events in a sequence.

Procedure:

A new version of this test, using patterns of long and short sounds similar to those in morse code, was more strongly related to reading ability than an earlier version of the test with sounds of constant duration. The details are described in *'Perceptual and Motor-Skills'*.

Subjects:

In the first stage 83 primary school children were given tests of reading attainment and 2 versions of a non-verbal test which involved selecting a visual pattern to match pattern of sounds.

Tests:

These children are also being given other tests, particularly of language skills to test whether reading difficulty is due to auditory-visual difficulties.

Results and Conclusions:

The results of this new test are encouraging, and it is now being given to a group of children having severe reading difficulties.

Publications:

A new test of auditory-visual integration Published in *'Perceptual and Motor-Skills'* (1973).

Abstract No 35 A study of the predictive value of a range of pre-school assessment materials designed to determine the risk of a child's future failure in the development of reading, spelling and writing.

HORNSBY, Mrs. Beve

Department of Psychological Medicine
Guys Hosptial Medical School
University of London

started 1969
completed 1973

MSc

Aim:

To investigate the hypothesis that difficulties with written language are, in certain cases, dependent upon similar earlier difficulties with spoken language.

Background:

It is known that normal language development depends upon normal functioning of the three main channels of communication: visual perception, auditory perception and their translation into an accurately correlated and smoothly timed set of motor adjustments. These in turn must be fed in the correctly timed sequential order.

Subjects:

Pre-school children referred by the Medical Officer of Health for the Royal Borough of Kingston Area Health Authority, regarding poor speech and/or language development.

Procedure:

All children were assessed on admission for their level of articulation and language development, auditory and visual perception; motor co-ordination; visual and auditory sequencing; directional confusion; laterality; sentence length; auditory and visual memory and recall. Two years later they were retested for IQ and reading and spelling skills.

Instruments or Tests Used:

Renfew Articulation Test. Reynell Developmental Language scales. English Picture Vocabulary Test. Copying Shapes. Oseretsky Tests of Motor Proficiency. Harris Test of Lateral Dominance. Illinois Test of Psycholinguistic Abilities. Bender Gestalt (Koppitz) Wepman Auditory Discrimination Test. Neale Analysis of Reading Ability. Schonell Graded Word Spelling Test. Raven's Coloured Progressive Matrices. Crichton Vocabulary Scale.

Results and Conclusions:

Of the dyslalias (22) only 8 were reading at a level below their chronological age. Of 11 delayed language development 8 were underachieving. The 4 dyspraxics were all below their chronological age, 2 being severely retarded, as was the one stammerer. The 3 dysarthrics were experiencing no difficulties at all in either reading or spelling. Some children showed erratic modality patterning but on the whole it was those who exhibited deficits on all three channels; auditory, visual and motor who were most affected. It would appear to be their integrative competence or lack of it, that cuts through all modalities.

Abstract No 36 The development of a branching reading test

HUGHES, Mr. Geoffrey Bernard

University of Bristol
School of Education
Research Unit

started 1971
completed 1973

MEd

Aim:
To develop a test of reading accuracy, comprehension and word attack skills which would use a branching technique to channel individual children to items at a suitable level of difficulty.

Subject:
Main sample. 419 children, CA 7-12 years from an Exeter Middle School.

Procedure:
Test given to individual children. An initial paragraph of five sections with increasing level of difficulty, an example paragraph (60 words) followed by three paragraphs at a selected level. (3 x 60 words). Items given depend upon performance in the previous paragraph.

Tests Used:
Items were written by the author, each paragraph of 60 words contained 10 criterion words which were scored followed by five comprehension questions. Scoring on an equal interval scale (0-100). The scales developed from a Rash/Wright item-free and sample-free computor analysis.

Abstract No 37 Annual descriptive surveys into reading attainment among 7½-8½ year old children in their last term in the First Schools

HURN, Mr. H.J.

Remedial Education Service Research
Slough

started 1975
completed 1975

Aim:
To ascertain the incidence and degree of reading retardation among this particular school population.

Background:
The results of the survey are used to help the Remedial Service to provide support for those schools and children in need of help in reading.

Subjects:
All children in their final term in all of the First and Combined Schools in the Borough of Slough.

Procedure:
A group word recognition test and a drawing of a man test (Goodenough) administered by the class teachers during May 1975.

Instruments or Tests Used:
1 The Carver Word Recognition Test
2 Draw-a-Man Test.

Results:
Using a criterion of – 15 months retardation below CA we have found that approx. 15-18% of this particular school population are in need of extra help with their reading. This need far outstrips the remedial provision at present available with the Borough.

Publications:
Reading Standards Survey 1975
Report sent to schools and LEA's.

Abstract No 38 A survey of BBC School Broadcasts for English and Reading in the primary and middle schools.

JAMIESON, Mr. Alan

School Broadcasting Council Research
The Langham
Portland Place, London W1

started 1975
completed 1976

Aims:

To enquire into the use made of BBC TV and radio series in English and Reading by primary and middle schools. The survey examined the use and value of broadcasts by inviting teachers to indicate their expectations of the series, the follow up work accomplished, and the areas of English and reading work to which the broadcasts contributed.

Subjects:

A sample of 351 schools (primary and middle) in the UK.

Procedure:

Postal questionnaire, plus visits to schools by field officers.

Results:

English reading series were used as a stimulus and resource material; the main use was in developing talking and writing; the development of initial and later reading skills was assisted in different ways.

For further reference see:

Research and Evaluation Report No 1 issued by the School Broadcasting Council for the United Kingdom available from the BBC.

Abstract No 39 A psycholinguistic study of aspects of comprehension in reading

KENNEDY, Prof. R.A.

Dundee University

started Jan. 1971
completed Dec. 1973

SSRC £8,565

Aim:

To gain some understanding of the encoding processes involved in reading.

Subjects:

A series of studies involving between 30-48 undergraduate subjects; sometimes the groups were all women.

Procedure and Results:

A three stage project. In the first stage a number of small scale experimental studies were used to examine subjects when reading single words, phrases and sentences in situations where meaning must be extracted. Traditional recognition memory procedures used; ie subjects having been exposed to material responded and selected target items indicating whether they had been present or not in the original material. In addition, a particular study was made of 'associative encoding' processes by an examination of the speed at which subjects could reject items associatively related to the learned material. Response of this preliminary work was to establish an outline from a model of the selective changes in semantic memory resulting from exposure to short prepositions and sentences. The second stage of the project extended this model to deal with the selective 'priming' effect of different parts of a sentence frame – concentrating in particular on the function of the verb, logical subject and logical object. This made use of the recognition procedures of stage 1, but also used a measure of reading facilitation – the lateration in the speed of pronunciation of a particular word following exposure to related words.

A third and final stage of the work involved a study of some of the earlier effects underlining conditions of degraded presentation. In an attempt to disrupt comprehension sentences were presented at speed with a variable amount of supporting context visible to the reader. These studies examined the use made under such conditions of semantic and syntactic cues in arriving at comprehension.

Abstract No 40 Laterality: It's incidence and association with reading in primary school children

KHANNA, Mr. S.

Department of Psychology
Queen's University Belfast 1971

started
completed 1971

MA

Aim:

To review the literature on laterality and its relationship to reading.

Subjects:

123 children of 7-8 years were tested individually on Neale Analysis of Reading ability.

Procedure:

The Neale Analysis of Reading Ability was administered to 123 children to obtain reading accuracy, comprehension and speed scores for each child so that the possibility of an association between laterality preferences and these skills could be studied. As the literature indicates considerable variety in the methods of determinin these preferences, three further tests of native handedness were included to explore their suitability for this purpose. These were direction of hair whorl, extensibility and synkinesia of hands.

Results:

No significant relationships were found between children's reading achievement (Accuracy, comprehension and speed) and lateral preferences. No significant sex differences were obtained. Children with left hand or left eye preferences did not show superiority in mirror reading over children with right hand or right eye preferences.

Of the three additional tests of handeness, measures of extensibility and synkinesia appeared to be reliable tests.

Abstract No 41 A follow up study with special emphasis on reading progress of 75 boys in a Belfast school

LAMBON, Mr. Anthony

University of Belfast
Belfast

started 1970
completed 1973

MEd

Aim:

To do a 'follow-up' study of 75 boys in a Belfast school and to examine the change which occured over a 2 year period in test scores. To identify the home variables significantly related to test performance and to investigate the relationships between reading attainment and
a childrens adjustment
b childrens attitudes.

Subjects:

In 1970, 75 boys from a Belfast school were given a reading, mathematics and non-verbal test. In 1972 they were retested and pupils also completed an attitude scale and teachers filled in a behaviour questionnaire for each child. Sample was all 7+ children in one boys school.

Results:

There was an appreciable decline in the mean scores on reading over the 2 year period. The number of children scoring one standard deviation or more below the published means of the tests increased from 23% in 1970 to 59% in 1972.

Home variables which were significantly related to attainment were father's income, number of occupants and books in the home. Those children who were better adjusted in the classroom scored significantly higher in reading. There was not such a clear relationship between attitudes and reading performance.

Abstract No 42 A study of the effect of severe visual handicap on the development of some aspects of visual perception and their relationship to reading and spelling in children in special schools for the partially sighted

LANSDOWN, Dr. R.

North London Polytechnic
Stratford, London

started
completed 1973

PhD

Aim:
To examine the hypothesis that severe sight loss leads to a lag in the development of visual perception and that this deficit in turn affects the rate at which partially sighted children learn to read.

Procedure:
An initial survey was carried out in three day schools for partially sighted children. Standardised tests were used to examine 107 children aged 7-11. The results of the tests confirmed the hypothesis. A main study was then carried out to examine the development of the speed and accuracy of perception involving two dimensional form in partially sighted children and of the relationship between such skills and reading and spelling. A random sample of 30 children aged 6, 8, and 10 from all the schools in the Greater London area was tested, matched with 30 children from ordinary schools.

Results:
Statistically significant differences were shown in some areas of perceptual development but none in reading and spelling.

Publications:
'Partial sight – partial achievement' *Special Education* 2(2) p 11-13.

Abstract No 43 A study of the relationship between sequencing ability and reading retardation in children aged 7-9 years

LEIBOWITZ, M/s. Doris Charlotte

Department of Psychology
University of Reading

started 1968
completed 1975

MPhil

Aim:
To test the hypothesis that retarded children are primarily weak in sequencing ability.

Subjects:
21 severely retarded readers compared with a matched group of 16 normal readers – between 7-9 years.

Procedure:
9 Infant schools in Ealing were asked to pick out the 12 weakest readers. Excluded all other abnormalities other than a reading age of less than 5 years on the Burt test. Matched with control group. Followed for 2 years. Tests used were: Burt Reading Test, Wisc; Goodenough 'Draw-a-man', Battery of sequential tests (9) Rutter behaviour questionnaire.

Results:
Retarded readers were weaker than control on 4 of the 9 sequential tests and on the overall average of the sequencing battery. Children who had caught up in the 2 years also did better on sequential battery than those who had not. Examination of the literature and the results of this study suggests that relevant process is the coding sequencing rather than the sequencing as such.

Abstract No 44 Cognitive processes and the educational attainments of socially handicapped children – an experimental study.

MALIPHANT, Dr. R.

London University
University College Department of Psychology

started 1971
completed 1973

SSRC £4,996

Aim:

Although the association of poor socio-economic status and parental interest with children's low educational attainment has been reported over many years, the casual linkage remains unclear. Furthermore, many children, in spite of such disadvantages, never the less respond well to school, although the reasons for this attract little attention in the terms of research.

Subject:

This pilot study is confined to an experimental investigation of some of the processes involved in learning to read. Children attending normal primary schools in urban environments are providing the main source of the data.

Procedure:

A series of experiments concerned with visual discrimination, using systematic variations in letter combinations has been conducted to identify the difficulties of children who vary in reading skill.

Results:

A review of the experimental research related to reading is in press and will be available shortly. An extension of the present reading research programme has also been planned.

Abstract No 45 The basis and remediation of backward readers' difficulties in identifying letters

Investigators:
Professor R.J. Audley
Dr. R. Maliphant
Dr. S. Supramaniam

Department of Psychology
University College London

started 1974
completed 1976

SSRC Grant £14,019

Aims:

1 To locate the nature of particular deficits in cognitive processing which lead to difficulties in letter identification.

2 To ascertain whether an automated training programme in letter knowledge leads to progress in reading achievement.

3 To develop suitable screening procedures based on the experimental findings.

Results:

A series of experiments with 7-8 year old children demonstrated large and reliable differences between good and poor readers on cognitive tasks involving letters and line drawings of familiar objects. The indications are that the early stages of visual processing up to and including storage in memory are not of great importance. Naming skills and, more strikingly, speech encoding and speech comparisons were found to be inferior in backward readers. Further experiments to determine the relative importance of speech encoding and comparisons are being proposed outside the present project.

No advantage of giving special training in letter identification was found. The data from this study however, suggests that letter knowledge is a reliable index of the level of cognitive skills of a child. Pilot studies using paper and pencil versions of the experimental task have been carried out to verify the experimental findings with a view to constructing a possible diagnostic instrument for pre-reading children.

Abstract No 46 An inquiry into the value of programmed learning in the teaching of reading to slow learners

MARSHALL, Mr. Arthur Edward

Sheffield Polytechnic

started 1970
completed 1973

MPhil (CNAA)

Aim:

The inquiry sought to evaluate the effect of using programmed learning with children in the IQ range 55-80. It developed from experience with Programmed Learning in the Milton (ESN) school in the West Riding of Yorkshire.

Subjects:

Seventeen pupils from the Rossington Special School aged 9-16.

Procedure:

Over a period of 30 weeks they were used (except during the holiday) and subjected to 5 separate periods each of one hour of programmed reading.
The programmed material was:

Word Control Readers A.E. Marshall
Stillitron Teaching Machines
Oldborough Teaching Machines
Terman and Merrill
Schonell Standardised Vocabulary Test
Silent Reading Test

Results:

15 of the 17 children made marked advances in reading over and above that projected by the previous rate of learning and also their MA's. The Null hypothesis was discounted.

Abstract No 47 The teaching of reading in Scottish primary and secondary schools

MAXWELL, Mr. James *(Director)*
ATHERTON, Mr. Graham *(Senior Research Officer)*
MACLEOD, Mr. D. *(Senior Research Officer)*

Queen Margaret College
Edinburgh

started 1972
completed 1976

SSRC Grant £83,145

Aims:

To investigate methods of teaching reading in Scottish schools (pupils 8-13 years) with reference to teachers attitudes, practise, school conditions, pupils intelligence and socio-economic environment of the schools. The reading requirements within the school and pupils reading were recorded.

Subjects

Two sets of classes P4 and P7 were followed through the school for 3 years. The unit in the class and various factors influencing progress in reading were recorded. Progress was assessed by the Edinburgh Reading Tests before and after the period of observation.

The sample was two sets of about 100 primary school classes, each sample containing about 2,500 pupils. Schools were selected to be as widely representative as possible but not proportionately representative.

Procedure:

Basically by school visits and test assessment before and after.

Results:

These are still provisional

a The characteristics of pupil intake appear more influential than reading practise.

b Some evidence of lack of attention to good readers.

c Apparently adequate teaching of basic reading but neglect of more advanced reading skills.

d Remedial teaching fails to distinguish between backward and remedial reading difficulties.

Publications:

Reading Progress from 8 to 15: a survey of attainment and teaching practices in Scotland by James Maxwell, publisher NFER.

Abstract No 48 A survey of standards of reading of the less able children aged 13-15½ years in secondary schools in Scotland

McBRIDE, Mr. J. Fergus

Research for Scottish Education Department — started 1975, completed 1975

Aim:

To determine levels of reading competence amongst less able children aged 13-15+ in secondary schools in Scotland.

Subjects:

Children aged 13-15½ in secondary departments in Scotland.

Procedure:

A stratified random sample of 110 secondary schools and 3,000 children in the age group had been selected throughout Scotland. The children were tested on the 'Edinburgh Reading Test' Stage 3.

Results:

Testing completed and results have been analysed.

Publications:

'Patterns of Progress in Scottish Secondary Schools' by Fergus McBride in *'Teaching English'* Vol. 10 No 1 Autumn 1973.

'The analysis and assessment of reading comprehension' by McBride in *'The Road to Effective Reading'* Published by Ward Lock 1975.

Abstract No 49 Reading research (1) the availability and use of phonographic cues in learning to read and (2) a study of techniques which use the redundancies and transitional possibilities in language for a variety of purposes in teaching reading

McBRIDGE, Mr. Fergus

Moray House College of Education, Edinburgh — started 1973, completed 1976

Scottish Education Department
£1,500

Aims:

Although much has been written on the teaching of 'phonic' cues in reading there is lacking a definitive description of the frequency and consistency of phonographic relationships which must form the basis for such teaching. This research aims to provide such a description with computer help and to determine the extent of the use of such sues by children learning to read. A matrix showing consistency and frequency of the grapheme-phoneme relationships has been constructed with computer assistance.

Subjects:

Tests of decoding ability are being given to samples of children at various stages of learning to read and children who have failed to learn to read by normal means. The research aims to examine the extent to which procedures, generally designated 'cloze' techniques are useful, valid and reliable means of effectiveness as a teaching technique.

Procedure:

Reading materials were given to a representative sample of 100 secondary school children (S1). The extent of the children's ability to comprehend the material was assessed by 'cloze' procedure and by traditional testing techniques.

Results:

Critera for determination of Readability level using 'cloze' procedures are being evolved.

Publications:

McBride F., McNaught P. 'The Edinburgh Reading Test' Stage 3 Published by Hodder and Stoughton.

'Phonographic cues in learning to read' by Fergus McBride 'Reading What of the Future' edi. by Moyle. Published Ward Lock (1975).

'Phonographic cues in reading' Proceedings Reading Association of Ireland St. Patricks College, Dublin 1976.

Abstract No 50 Research into dyslexia and related difficulties

MILES, Prof. T.

Department of Psychology
University College of North Wales

started
completed

Aim:

To compare in experimental conditions the performance of subjects judged on clinical ground to be dyslexic with that of suitably matched controls.

To find out more on the practical side about ways of helping dyslexic children and adults with special reference to (a) reading and spelling; (b) arthimetic; (c) English composition.

Procedure:

1 The subjects are given a variety of tasks which can be said in general to involve information processing.

2 Children and young adults are taught individually.

Tests Used:

Tachistoscopes
Memory Drums

Results:

1 The results are compatible, so far, with the hypothesis that the dyslexic group of difficulties are the result of a limitation in the ability to process information.

2 For suggestions on the practical side see list of publications.

Publications:

'Two cases of developmental aphasia' T.R. Miles *J. Child Psychol. Psychiat.* 1961.

'In defence of the concept of dyslexia' by T.R. Miles in J. Dowing and A.L. Brown (eds) *The Second International Reading Symposium.* London Cassell 1964 242-260.

'Dyslexia' Miles, T.R. and Waddon, A.Y. Cwyddonydd 5 3 1967.

'More on Dyslexia by T.R. Miles *Brit. J. Educ. Psychol.* 41 1 1971.

'Towards a new theory of dyslexia' by T.R. Miles and T.J. Wheeler *Dyslexia Review* 11 1974.

Review of 'Alpha to Omega' by Beve Hornsby by E. Miles Dyslexia Review 12 1975.

'More help for dyslexic children' by T.R. Miles and E. Miles. Methuen Educational Ltd 1975.

'The Dyslexic Child' by T.R. Miles. Priory Press Ltd 1975.

'Dyslexia as a handicap' by T.R. Miles. Published in a report on Cambridge conference 1974 by the British Dyslexia Association 1975.

'Experiences with dyslexia children' by T.R. Miles *Int. J. Soc. Psychiat.* 21 4 1975.

'The effects of pictures on learning to read' by P. Harzem, I. Lee and T.R. Miles *Brit. J. Educ. Psychol.* 46 1976.

'Dysnechia' by T.R. Miles in *Dyslexia Review* 15 1976.

'Dyslexia: disagreement or misunderstanding' by T.R. Miles in *Remedial Education* 1976.

'In defence of Fat Sam and his friends' by E. Miles *Dyslexia Review* (in press).

Abstract No 51 A preliminary investigation into the oral reading errors of children using i.t.a.

MONEY, Miss Truda

University of London

started
completed 1972

MSc

Aim:
To investigate the oral reading errors of children using i.t.a.

Subjects:
Oral reading of 20 infant children using i.t.a. observed.

Procedure:
Oral reading of the children observed and data on their errors (substitutions, omissions and insertions, repetitions, self corrections and non responses) was obtained. Their oral reading errors were further analysed in order to discover what use the children were making of the grapho-phonic and contextual clues available to them in the reading material.

Results:
The frequency of error types was similar to that found by other investigations in their analysis of t.o. readers errors, but that i.t.a children were paying less attention to graphic features of the words and were predicting more non-contextual errors than t.o. readers.

The study suggests that the investigation of miscues in order to explain childrens reading performances and the use of error analysis in enquiries into relative merits of different reading media, materials and methods is a valuable technique particularly in the absence of reading tests appropriate to the beginning stages of reading.

Abstract No 52 Pre-school reading experience and learning to read

MOON, Mr. Brian Clifford

University of Bristol

started 1975
completed 1976

MEd

Aim:
To analyse pre-school determinants of reading attainment during the first year in the infant school.

Subjects:
20 children aged 5-6 years.

Procedure:
Indices of
a Child interest in literacy
b Parental interest/encouragement
c Childs metalinguistic awareness

correlated with progress and attainment in reading during first year in school.

Tests Used:
Assessment of SES, EPVT.
Parental interview carried out in home.
Analysis of language project tape. Transcripts covering 3.3-5.0.
Reading ability: subjective ranking. Neale Form B (Passage 192).
Carver. Clays Concepts about print test.

Results:
Positive significant (though not high) correlations between child interest (pre-school) and reading, especially painting, drawing, scribbling interests. Positive significant correlations between parental interest and reading, especially parental 'teaching' role and provision of books. No relationship between metalinguistic awareness and reading BUT this based on tape/transcripts which finished at 6.00 pm and did not include pre-sleep monologue.

Abstract No 53 The use of graphic, semantic and syntactic information by young readers.

MURRAY, Dr. Linda

Department of Psychology
University College
Gower Street, London

started 1971
completed 1976

PhD

Aim:
Can children use context? Do they? Given conflict between graphic and intextual cues which will they use? Differences between semantic and syntactic information.

Subjects:
5 samples of school children – including 1st, 2nd and 3rd years in junior school. 3 schools involved all from North London.

Procedure:
1 Use of homographs in contexts which conflicted with previous graphically determined response. Extent of re-interpretation measured.
2 Cloze tasks compared with 'error' tasks – re-places of deletions filled with syntactic, semantic graphic of system errors.

Tests Used:
Reading ability assessed with words from Burt and Vernon word lists. Sentences containing homographs constructed. Passages adapted for Cloze from *Ladybird* and *Janet and John* books.

Results:
There is a preference for the use of graphic rather than contextual information in children of 7 and 8 years. These children can use contextual constraint-syntactic cues more effectively than semantic cues in younger children. Good readers better than poor at using contextual information within sentences, 'long range' contextual information and graphic information.

Abstract No 54 Some psycholinguistic disabilities of poor readers, their diagnosis and remediation

NAYLOR, Mr. John Geoffrey

Manchester University

started 1972
completed 1974

M.Ed

Aim:
To determine the psycholinguistic characteristics of a group of junior children, aged 7-8, deemed to be at educational risk because of reading failure. To design a remedial programme to ameliorate any disabilities revealed in above. To investigate the effectiveness of 2 distinct approaches – (a) Kirk programme (short term) (b) Peabody Language Dev. Kit (long term). To investigate the differential effects of remedial work with remedial groups and to determine the effect of the remedial work on psycholinguistic abilities, non verbal intelligence and on related aspects of language seen as articulation and reading skills.

Subjects:
Sixty children, aged 7-8 were involved in study. Chosen from 2 junior schools and were deemed to be at educational risk because of poor reading attainment. (the mean IQ was measured on the Ravens Matrice Test and found to be 97 1-99-7 and the reading age was 4.8 on Burt/Vernon Reading Test).

Procedure:
Research programme was divided into 3 stages.
1 Tested the 60 children on 2 groups tests – Carver Southgate A. Then individuals tested on Illinois Test of Psycholinguistic Ability.
2 30 children were assigned to either Kirk or Peabody programme and rest used as control group. Children visited for remedial teaching on alternative days of the week for 12 weeks. Then retested with all criterion tests.
3 12 weeks after remedial teaching had finished 60 children re-tested for 3rd time on all criterion tests.

Results:

Children in Kirk group performed better than children on Peabody. Children who had received language programmes performed significantly better than control group.

The Kirk group achieved a higher composite PLA than other groups. Children in Kirk group achieved higher gain in non-verbal IQ than other groups.

Children in both Kirk and Peabody programmes made substantial gains in reading age by contrast control group made little progress.

Abstract No 55 Some factors contributing to reading readiness

NORRIS, Mrs. Catherine Mary

School of Education
University of Southampton

started 1973
completed 1975

MA Ed

Aim:

An attempt to identify and discuss some of the factors which may combine to form that stage of development in young children.

Background:

A review of contemporary research, which suggests that reading readiness is a combination of known and unknown factors. The thesis suggests areas in which some of the unknown factors may be found.

Procedure:

An examination of traditional and social pressures which make reading necessary in society; followed by a study of a number of autobiographies in which relevant experience of learning to read is described. In this way children's evidence is available.

Results:

Evidence tends to suggest that many children learn to read most easily and naturally around the age of four years. Despite a variety of methods and motives, parents seem to be very highly successful teachers of reading. First-hand accounts imply that reading for meaning is more important in early stages than might have been supposed.

Abstract No 56 The potential disabled reader: a study of the predictive value of a test of motor impairment.

PAGE, Mr. M.

Department of Physical Education
Weymouth College of Education
Dorset

started 1971
completed 1976

MEd

Aim:

To devise a method of predicting future reading problems by testing children at the age of infant school entry.

Subjects:

All children in a Borough born between May – August 1964 = 600+.

Procedure:

Testing for motor impairment (associated with neural dysfunction at age 5 – testing for reading disability at age 7 – comparison of the two testings.

Tests Used:

1 Stott test of motor impairment.
2 Daniels & Diack Reading Test.
3 Test of Motor Impersistence
4 Gibson Spiral Maze Test
5 Bender/Gestalt Test
6 Wisc (shortened version)
7 Draw-a-Man Test – Goodenough
8 Bristol Social Adjustment

Results:

Screening accuracy of 74% in predicting at age 5 those children who proved to be significantly behind with their reading at age 7.

Abstract No 57 A consideration of some of the problems caused by English orthography when teaching initial reading to foreign pupils unaccustomed to English script.

PAINE, Mr. M.J.

London University Institute of Education

started
completed 1974

MA

Aim:

To test the relation between reading problems in EFL students and English

Procedure and Results:

1 Examined the nature of English orthography in both its regular and irregular aspects and their effects on the reading process.
2 Looked into what the reading of English orthography entails and considered the various methods that have been devised to teach it.
3 Reading English as a foreign language and examined specific initial English as a foreign language reading problem.
4 The appendices look at three EFL courses and examined how they introduce reading and writing. It also reviews that i.t.a. experiments in EFL and the use of speech i.t.a. as a possible solution to the initial EFL reading problem.

Abstract No 58 Development of reading ability. Oral and written behaviour of junior school children in stimulus-controlled and stimulus-free verbal situations

PAYNE, M/s. Monica A.

University of Durham

started 1971
completed 1974

PhD

Aim:

To see if those children dealing most ably with presented material were also likely to produce the greatest number of responses when asked to spontaneously produce verbal items.

To see whether children classed as good readers showed a similar degree of superiority on all tests.

To examine the relationship between speed and accuracy of performance.

To look at individual differences in other aspects of performance, such as extraneus overt oral behaviour, efficiency of looking behaviour on copying tasks and to analyse in detail the nature of erroneous responses.

Subjects:

Unselected sample of 7-8 year old on 2 basic types of verbal tests.

a In which sample was asked to read aloud or to copy verbal material presented by experimenter.

b In which sample were asked to spontaneously produce as many oral or written verbal responses as they could in a set period of time.

Results:

On the Spontaneous Generation (SG) tests the output of the good reading group was significantly greater than that of the poor group.

On reading and copying (R & C) tests the good readers were significantly better in both terms of speed and accuracy. On all types of test the good samples superiority was greater under oral conditions.

Abstract No 59 Aspects of vertical grouping in the infant department of an urban primary school

PHILIP, Mr. David

Dundee College of Education Research
Department of Education/Psychology

started 1972
completed 1975

Aim:

One Dundee school has been introducing vertical grouping throughout it's infant department since start of session 1972/3. This research is stuyding two aspects of the experiment in introducing vertical grouping: (i) to study changes in teacher attitude to teaching vertically grouped classes, over the 3 years required to effect the changeover. (ii) to study the effect of the introduction of vertical grouping on reading standards, measured when the children leave the infant department at the completion of primary 111 stage.

Subjects:

The sample comprises staff (one of whom is non-leading) and approximately 150 children.

Procedure:

Attitude questionnaire administered to staff September 1972 and June 1973; and was administered June 1974 and June 1975. Pupils assessed at start of primary IV stage (using Reading Test and non-verbal Intelligence Test) in September 1972, 1973, 1974 and 1975.

Results:

1 This school with its particular pupils from its catchment area and with the attitudes and degrees of enthusiasm from its staff found vertical grouping, once established, a satisfactory method of teaching infants. There was unanimous opinion that the children were benefitting socially and emotionally from having to mix, share and learn with the wide age range.

2 The staff and head teacher had forebodings that the standard of reading might drop when the scheme was first introduced and this proved to be the case but at the end of the experiment there was a subsequent return to the usual standard of reading ability.

Abstract No 60 Screening procedures in the school psychological services, their use in England and Wales and some aspects of their payoff in two settings

POTTON, Mr. A.E.

University of Reading

started 1972
completed 1975

MEd

Aim:
In 1973 during the course of an attempt to devise a system to screen out young children of very low ability an 'informal survey of screening procedures of schools psychological serives of England and Wales' was carried out.

Subjects:
Over 98% of the 163 School Psychological Services questioned replied, and it appears that about 35% felt that they carried out some sort of screening. An analysis of the use of ability, reading and maths tests by types of area (County or County Borough) was made, together with an examination of the school year during which the tests were administered. It appeared that there was little screening early and late school years, but that the major effect took place in the third and fourth school years.

Procedure:
In 1973 and 1974 experiments were carried out in Basingstoke and Hillingdon to investigate the use of the English Picture Vocabulary Test 1 and Ravens Coloured Progressive Matrices as screening tests to predict low scores on the Wechsler Intelligence Scale for Children for 7 year olds. Correlation Co-efficients were established between the EPVT, RCPM and the various scales of the WISC and its Short Form. Although these were often of a high value, a two by two payoff table analysis of the predictive powers of the EPVT and RCPM showed they were not to be relied upon.

Abstract No 61 The design and evaluation of reading efficiency courses for University students and other highly literate adults

PUGH, Mr. A.K.

Faculty of Educational Studies
Open University (carried out at University of Leeds)
Leeds

started 1971
completed 1974

MPhil

Aim:
To enable highly literate adults to read more efficiently by:

a using a variety of reading skills, styles and strategies

b to clarify their own reading purposes when they encountered a text.

c to adopt appropriate skills and strategies for achieving greater efficiency.

Subjects:
Over 600 volunteer students and staff of Leeds University who attended courses on reading efficiency from 1965-74.

Procedures:
Students were given two types of test on enrolment.

a to find the answer as quickly as possible to a question on each of five passages.

b to read a passage through as though they were then going to be required to discuss it.

They were retested along similar lines at the end of the course to see if there was any change in performance. Also a sample was compared with a control group with regard to performance in tests using books to locate information and on the other variables. The information location test was observed by means of CCTV. Each course lasted 8 weeks and took roughly 1¼ hours per week. Meetings combined exercises informal lectures and group discussion.

Results:
Evaluation was carried out using several approaches. It was shown that students did better on tests given at the end of a course than at the beginning and they tended to be more accurate than their controls on the information location tests. Most students who completed the course (50% of the enrolled) considered that they had benefited and the skill of skimming was considered to be most useful strategy learned.

Abstract No 62 Promoting more sophisticated use of reading tests – a national survey

PUMFREY, Mr. P.D.

University of Manchester

started 1973
completed 1974

Aim:

To determine the extent to which Schools' Psychological Services and Remedial Education Services provided courses and materials on the uses and limitations of reading tests.

Subjects:

The principal educational psychologists in all 164 LEAs then in existence in England and Wales were circulated with a questionnaire. The response rate of 96.95% was exceptionally high.

Results:

A useful overview of the provison of courses and materials by various types of LEA was obtained. 60.4% of the services approached had organised at least ONE course related to the testing of reading during the previous year. 33.3% of the services had pamphlets or other materials concerning the uses of reading tests available for the teachers within their LEA. An analysis of the number of courses run by the services approached showed the provision to be rather limited.

Publications:

Promoting more sophisticated use of reading tests:
A national survey.
Published in *Reading* Vol. 8 No 1 pp 5-13.

Abstract No 63 The effect of punctuation on reading comprehension

RAFFERTY, Mr. H.

Department of Educational Psychology
Queen's University, Belfast

started
completed 1972

MSc

Aim:

To see the effect of punctuation on reading comprehension.

Subjects:

80 boys and girls aged 9 and 11.

Procedure:

These children were randomly assigned to 4 groups. Each child in the group was tested individually in Form C of Neale Analysis of Reading Ability. Form A was presented on a different day with 4 variations.

1 No intra-sentence punctuation
2 No inter-sentence punctuation
3 No punctuation
4 Added punctuation

The groups were compared for accuracy, time and comprehension under 4 conditons.

Results:

Analysis of covariance showed no differences between the groups on any measure. The author considered that there was little evidence to support the view that experimental procedures and analysis militated against a positive result. The subjects appeared to have the ability to make sufficient use of linguistic cues to organise their input with meaningful units.

Abstract No 64 The significance of letter position in word recognition

RAWLINSON, Mr. Graham E.

Department of Psychology
University of Nottingham

started 1970
completed 1976

PhD

Aim:
To investigate the processes involved in word recognition at the feature analytic level with especial reference to positional information.

Subjects:
University students and children aged 6½-11 years.

Procedure:
Jumbling the central letters of words around with replacement of some of these letters by x's and other figures allows a more precise analysis of the significance of position of letters, both relative to other letters and absolutely within the word.

Test:
On-line use of GT 40's graphics terminal for some of experiments.

Results:
The results suggest that:

1 word recognition occurs via a letter recognition stage

2 that the absolute position is not important for a letter but,

3 the relative position of the letters are important. This possibly suggests a stimulus sampling model (Estes) with its elements as letters.

However it is possible that a recognition channel based on letter content may be available for rapid reading.

Abstract No 65 Sociometric status, personality and achievement of Welsh secondary modern children

ROWLANDS, Mr. Tudor

University of Bath
School of Education

started 1969
completed 1975

MEd

Aim:

a To investigate the possible relationship between sociometric status and intelligence, verbal meaning, word fluency, reasoning and school achievement.

b Personality characteristics of pupils with high/low sociometric status.

c Personality characteristics high/low academic pupils.

d To investigate the possible effects of streaming on pupils.

Subjects:
Children 11-16 from Welsh Secondary Modern Schools – semi rural/industrial (mining) area.

Procedure:
Statistical analysis of data based on 't' tests: correlation technique: Chi-square tests and later cluster analysis data.

Tests Used:
Sociometric test (Moreno type) 'Guess Who'.
Social analysis of Classroom.
SRA Primary mental abilities (verbal meaning, reasoning, word fluency)
HBPQ (Cattell) Hargreaves Animation to school test.

Results:

1 High sociometric status *pupils* were significantly more sociable, intelligent, academically more successful and better in verbal reasoning than low.

2 Sociometrically acceptable *boys* tended to be significantly more sociable, academically successful, intelligent, tense and better in verbal meaning than unacceptable boys.

3 *Girls* of high sociometric status were significantly more sociable and academically more successful than low sociometric status girls.

4 Low ergic tension in girls and high in boys seemed to be sociometric advantage.

5 High achieving *pupils* were significantly more intelligent, conscientious, self-controlled but less anxious than low.

6 Girls of high academic performance were significantly more intelligent and more self-controlled but less anxious than boys.

7 Academically highly successful boys were significantly more intelligent conscientious and more self-controlled than academically unsuccessful boys.

8 Boys were significantly more conscientious, more adventurous, less anxious and tended to possess greater ego-strength than girls.

9 Pupils, particularly girls, in this school from the 4th year were postively school orientated and adjusted in all streams.

10 The pupils' attitudes to an 'extended school life', 'further education' and 'job preparation' were able to discriminate between the 4th year streams. The degree of leisurely social contact between parents and adolescent girls at home may be a factor contributing to stream differences found in school.

11 Greater social contact and stricter parental control was more evident among girls than boys.

Abstract No 66 Educational and medical research, Isle of Wight

RUTTER, Dr. M.L.

Institute of Psychiatry Research
The Maudsley Hospital
London

started 1966
completed 1973

SSRC £19,054

Aims:

This is a collaborative project comprising series of studies undertaken jointly with colleagues in the Health and Education Service on the Isle of Wight and with the help of numerous colleagues of the Institute of Psychiatry and the Institute of Education. The 1964 survey with educational backwardness and related conditions. The 1965 survey, carried out on two younger cohorts was concerned with epilepsy and other neurological disorders, chronic physical handicaps and sickness.

Procedure:

All children entering school at the age of five (n = 450) during the Autumn term of 1967 were given a special medical examination and a psychological examination. The object is to see whether tests given to children at five enable one to predict reading failure at the age of seven. The first follow-up study took place in 1969.

Subjects:

In 1964-5 intensive surveys of the prevalence of handicapping conditions of educational concern were carried out on the Isle of Wight in three age groups (n = 3300).

Results:

The data from these surveys have been analysed and are described in detail in two monographs and a number of published papers.
(List available on request).

Abstract No 67 Auditory synthesis and auditory visual integration in reading disability

SCOTT, Mr. P.

Department of Psychology
Queen's University, Belfast

started
completed 1970

MSc

Aim:
To review the nature and causation of reading difficulty.

Subjects:
34 nine year old boys.

Procedure:
These boys were divided into 2 groups. All were within the IQ range 90-110 on the Otis Intelligence test but the control group were average readers and the reading age of the experimental group was at least 18 months less than their chronological age on the Neale Analysis of Reading Ability and the Holborn Reading Scale.

The experimental task consisted of dichotically presented digits and words, eg presentation of '2' to the left ear, and simultaneous presentation of 'but' to the right ear, followed by 1/3 of a second later by 'ter' to the left ear and '4' to the right ear. The subjects had to select the correct word from a list of four and report the numbers. There were 10 sets of 2 digits and 2 syllables and ten sets of 3 digits and 2 syllables. In the second part of the study the subjects heard a set of 'tap' patterns after which they were shown 3 sets of dots on a sheet, one of which corresponded to the temporal distribution of the taps.

Results:
It was found that average readers gave significantly more correct words and syllables and were better at the auditory-visual tasks.

Abstract No 68 Underlying factors in reading success and failure

SHUTE, Mrs. Helen

Department of Educational Enquiry
University of Aston in Birmingham

started 1976
completed 1977

Aim:
To investigate the phenomena of 'dyslexia' by a cluster analysis on 99 boys and detailed experimentation on 15 boys in a special school for 'reading backwardness'.

Subjects:

Group A	Ten boys aged 12-16 (diagnosed as dyslexic)
Group B	Five boys aged 12-16 (diagnosed as odd cases).

Procedure:

1. Discussion on dyslexia – the phenomenon, history, attitude of the DES and LEAs, and brief account of remedial services today.
2. Cluster analysis on all 99 boys – with '21 factors'.
3. Detailed investigation of 16 boys in group A and group B, range of approx. 12 tests including WISC, ITPA and further testing into visual, auditory and sequencing difficulties. Analysis of errors made in free writing and writing to dictation.

Results:
Experimental results were related to case histories and reading and spelling performances of each boy in both groups.

Typical aspects of dyslexia emerged in the case of group A while this was less evident in group B. At the same time, the importance of individual differences in abilities and disabilities are emphasised. Strong suggestions are made for further and better provision for children with 'reading problems' on the basis of the facilities offered by this school.

Published Material:
Forthcoming University publication: 'Experimental studies in dyslexia'

Abstract No 69 Teaching spelling – a comparison of 5 presentation methods

SMITH, Miss Hazel A.

University of Surrey Department of Psychology
Guildford

started
completed 1974

MPhil

Aim:

To determine, if possible, a systematic approach which could be used with a whole class for the teaching of spelling.

Subjects:

359 children from 10 third year junior classes. Half schools from a predominantly middle class area and half from predominantly working class areas.

Procedure:

5 classes in each area assigned at random to one of 5 presentation methods. Words presented either in context or list form, and the method of learning involved studying either the whole word or the individual letters of each spelling. Programme lasted one school term. 120 words to be learned were taken from 'The Alphabetical Spelling List' compiled by the New Zealand Council for Educational Research.

Results:

A systematic approach to the learning of words led to an improvement in the spelling performance.

Children in the manual social class group made significantly higher gain scores than those in the non-manual.

Significant differences were found between the effectiveness of the presentation methods used in the experiment.

The approach which presented the words in context and which used a whole word method of learning was the most effective one with a class as a whole.

Highly significant differences were found between the tasks of learning four or six words daily. Higher average gain scores being obtained by the children when the daily learning task was six words.

There were no significant differences between learning using an oral or written response.

Abstract No 70 Spelling patterns and sound patterns in English

SMITH, Dr. Philip T.

University of Stirling
Psychology Department
Scotland

started 1973
completed 1976

SSRC Project grant £4,609

Aims:

The traditional view of English spelling is that it is an inefficient and inconsistent system that hinders understanding and correct pronunciation. Recent claims by theoretical linguists have taken the opposite view, asserting that all important underlying information a reader needs to have about a word is contained in the conventional spelling, and that some of this information would be lost if we used a spelling system that approximated to the sound of the word.

This controversial view is being investigated with the techniques of experimental psychology. It is hoped to establish the practical rules of pronunciation used by adult English speakers faced with unfamiliar words, the information a speaker stores in his memory about individual words and the relation to conventional spelling.

Results:

If these methods are successful then they will be used to try to understand difficulties encountered by children, adult second langauge learners and people with reading or speech disorders.

Publications:

Smith, P.T. 'There's more to spelling than meets the ear' *The Teacher* 1973.
Baker, R.G. 'A Psycholinguistic Study of English Stress'.
Smith, P.T. Assignment Rules *Language and Speech* 19, 9-27.
Smith, P.T. & Baker, R.G. The Influence of English Spelling Patterns on Pronunciation. *Journal of Verbal Learning and Verbal Behaviour* 15 267-285 (1976).

Baker, R.G. & Smith, P.T. Sound patterns and spelling patterns in English in Campbell, R.N. and Smith, P.T. (Eds) The Stirling Psychology of Language Conference New York Plenum Press (in press).

Abstract No 71 Reading and comprehension: A comparative study of some 8-9 year old children of English and West Indian origin

SMOLINS, Mrs. Gwen

Department of Applied Linguistics
Birkbeck College, London

started 1973
completed 1974

MA

Aim:

To investigate whether children of West Indian origin, when matched with English children (white and indigenous) for reading age perform less well in comprehension tests.

Subjects:

60 children: 30 children of West Indian and 30 of British origin all aged between 8.0-9.1 years.

Procedure:

Subjects selected from 164 children tested. Subjects divided with good, poor and average readers (10 in each group of West Indian and 10 in each group of British) and tested on comprehension questions based on:

a silent reading

b reading aloud

c being read to

Tests Used:

Neale Analysis of Reading ability.

Results:

No statistically significant difference between West Indian and British children but a trend shown with West Indian subjects performing less well than British subjects on all but one test.

Abstract No 72 A survey of readership and attitudes among the teaching staff at higher and other tertiary education establishments in England and Wales

SPACKMAN, Mr. Nigel

Louis Harris International Research
30 Welbeck Street
London W1

started 1972
completed 1972

Aim:

To measure readership of all major newspapers and educational journals among teaching staff at higher and other tertiary education establishments.

Subjects:

All grades of teaching staff at higher and other tertiary education establishments.

Procedure:

Personal interviews with a sample of the above. Total sample size was 590.

Tests Used:

Structured questionnaire.

Results:

Accurate readership estimates for all publications included in the survey among various grades of teaching staff.

Abstract No 73 **An investigation into the leisure time reading habits of pupils in the first four years of secondary education**

TAYLOR, Mr. J.J.

University of Nottingham

started 1966
completed 1971

MPhil

Aim:

To investigate the voluntary reading habits of boys and girls in the first 4 years of their secondary school.

Subjects:

1920 boys and girls answered a questionnaire during 4 weeks in February. (2 grammar schools, 2 secondary modern schools). From this equal year groups of 96 pupils were chosen by random sampling.

Procedure:

The main issues investigated were:

a the comic and magazine reading of the pupils
b their voluntary book reading
c numbers of pupils who read poetry voluntarily
d numbers of hours they spent watching television and listening to the radio
e the sources from which they obtained their books
f the daily and weekly newspapers going into the homes of the pupils.

Results:

a After removal of the children who read no comics it was found that on average children of both sexes read between 3-4 comics per week in first two years of secondary school and this gradually decreased apart from secondary modern girls whose average was 3.6 per week in the fourth year.

Non readers of comics watched less television than was average for their category. An increase was found in magazine reading in the 4th year.

b After removing those who did not read books it was found grammar school children remained reading the same number of books per week throughout 4 years whereas secondary modern school numbers (especially boys) declined.

c It was discovered numbers of pupils who read poetry voluntarily fell to a very low level by the 4th year. Reasons for the great decline in poetry reading since 1939 were investigated and ways in which its popularity could be enhanced were suggested.

d Note: this review took place in February which may influence the results:

1 Older pupils watched less television than younger ones.
2 Each sex showed similar characteristics at varying ages with regard to television viewing.
3 Grammar school children were more likely to be 'light' viewers than secondary modern counterparts.
4 More heavy viewers among modern school students.
5 Television was shown not to affect the time given to reading by pupils.
6 Generally all children were attracted to television.

e More pupils from secondary school had borrowed school library books in the month than the grammar school pupils.

More grammar school pupils in 3rd and 4th years used the public library than secondary modern pupils.

Parents of secondary modern pupils used library much less than grammar school pupils.

Results:

Secondary modern pupils read significantly less than their contemporaries in the grammar school.

Boys read more non fiction than girls.

Publications:

'The voluntary reading habits of secondary school pupils' *Reading* 7(3) p 11-18 (1973).

Abstract No 74 **A comparison between the reading readiness and early reading progress of children learning to read with the initial teaching alphabet and children learning to read by traditional orthography**

THACKRAY, Dr. Derek Vincent

University of London

started
completed 1971

PhD

Aim:

The main purpose was to test experimentally the hypothesis that children learning to read with i.t.a. are ready to read earlier than children learning with t.o. Author's previous research showed importance of visual and auditory discrimination in learning to read. Protagonists of i.t.a. suggested it was simpler in its visual and auditory characteristics and teachers using i.t.a. could teach children to read at an earlier age. Knowing the importance of visual and auditory discrimination, the author felt that this was a reasonable claim.

Subjects:

Sixteen schools were used, eight where children were learning to read with i.t.a. and eight schools (matched) where children were learning to read with t.o. 150 children in each group. Children in the experiment studied over a three year period to allow for complete transfer of children to t.o.

Procedure:

After six weeks in school all children given reading readiness tests, tests of mental ability and tests of vocabulary. Also ratings obtained on a range of abilities and attributes from their teachers. This information enabled author to match two groups. All children followed for three years and given reading achievement tests at regular intervals.

Instruments or tests used:

Harrison-Stroud Reading Readiness Profiles. WISC Author's Visual and Auditory Discrimination. Schonell GWR Test (transliterated i.t.a. version for first two years) with i.t.a. group. Neale Analysis of Reading Ability (Transliterated version first two years).

Results:

1 i.t.a. is a simpler medium for learning to read than t.o.

2 Children learning to read with i.t.a. are reading six months earlier than children learning to read with t.o.

3 Children learning to read with i.t.a. made much quicker progress when reading with i.t.a.

4 i.t.a. children's progress slowed at transfer stage and t.o. children caught up.

5 No significant difference in average score of i.t.a. and t.o. group after 3 years.

Publications:

Dr. D.V. Thackray
Readiness for Reading with i.t.a. and t.o.
Publisher Geoffrey Chapman 1971

Abstract No 75 Standardisation of reading readiness tests

THACKRAY, Dr. D.V.

St. Pauls College of Education Research
Newbold Revels
Stretton-under-Ross
Rugby

started 1972
completed 1974

SSRC £1,470

Aim:

To standardise four reading readiness tests – those of visual discrimination, auditory discrimination, vocabulary and concept development, and general ability – as the investigations of previous research have shown their importance in contributing to the stage of readiness for reading. The standardisation of these four tests is needed, first to make available to teachers a quick reliable estimate of children's abilities, and second to make available to research workers group measures so that readiness can be established.

Procedure:

During the first year of research, revision of the readiness measures constructed in the author's earlier researches was carried out by means of sample testing and item analysis.

Subjects:

The standardisation of tests using a representative sample of approximately 5,500 children who were at the beginning of their first year at school was carried out in October 1973.

Results:

During the last year of research, an analysis of the result was made, finalised version of the tests were produced, and a teachers' manual written which includes notes on the interpretation of the scores and suggested activities to develop reading readiness skills.

Publications:

Thackray, Downing 'An Appraisal of reading readiness' Published in *'The Reading Curriculum'* Hodder & Stoughton 1971.

Thackray, D. & L. (1974) *Thackray Reading Readiness Profiles Published by Hodder & Stoughton.*

Thackray, D. & Downing, J. (1976) *Reading Readiness Inventory* Published by Hodder & Stoughton.

Thackray, D. & Downing, J. (1975) *Reading Readiness* (UKRA Teaching of Reading Monograph 2nd Edition) London. Hodder & Stoughton.

Abstract No 76 A comparison of laterality effects in dyslexics and controls using verbal dichatic listening tasks

THOMSON, Mr. M.E.
NEWTON, Dr. M.

started 1966
continuing

Applied Psychology Department
University of Aston in Birmingham
Gosta Green, Birmingham 4

Dyslexic children and a control group were presented with a dichotic listening tasks involving digits, words, reversable words (saw/was), similar words (big/pig) and reversable nonsense syllables (mag/gam). The control group showed the right ear superiority effect for digits, words, reversable and similar words. The dyslexic group showed no difference or a left ear superiority for these tests, and a right ear effect for the nonsense syllables.

The results were related to the nearest possible mechanisms involved in terms of hemispheres, and it was suggested that the dyslexic group showed a less well established dominance of hemisphesic function. Individual differences of this nature were suggested as being less efficient for processing written language which is serial, ordered, sequential and directional.

Abstract No 77 Dyslexia as a phenomenon of written language

THOMSON, Mr. M.
NEWTON, Dr. M.

started 1966
completed 1974

Department of Applied Psychology
University of Aston
Birmingham

Dyslexia as a concept is defined and reviewed in a context of neurological and educational processes. In the present investigation these processes are recognised but emphasis is placed on Dyslexia as a phenomenon of a written language system. An illustrative case history is presented.

The type of script system involved in the phenomenon is that of an alphabetic code representing phonological elements of language in script form related to meaning. The nature of this system is viewed in the light of current linguistic and psycho-linguistic studies. These studies based as they are on an analysis of underlying written language structures provide a framework for examining the arbitrary and rule governed system which a young child is expected to acquire. There appear to be fundamental implications for reading, spelling and writing processes; for example an alphabetic system requires recognition of consistant script-phonetic relationships, 'mediated word-identification and in particular unidirectional sensory and motor modes of perceiving. These are critical maturational factors in the young learner.

The skills needed by the child for deciding and encoding such a phonemic script are described in a psychological and neuropsychological framework. Evidence for individual differences in these skills is noted and the category of the dyslexic-type learner emerges. Incidence is related to the probabilities of individual differences in lateralisation of brain function not favouring the acquisition of our script system in some cases. Dyslexia is therefore regarded as a primary difficulty consequent upon the incompatibility between the written language system itself and the intrinsic developmental skills of an individual's perceptual/motor system.

Abstract No 79 Reading and short term memory

THOMPSON, Mr. W.T.

Department of Educational Psychology
Queen's University, Belfast

started
completed 1972

MSc

Aim:
To see how reading is effected by short term memory recall.

Subjects:
Group of 24 good readers and 24 poor readers selected from 76 P5 boys in a large LEA school.

Procedure:
These boys were tested for short term recall of digit lists presented by three different methods, auditory, visual serial and visual simultaneous, at 0, 5 and 10 seconds after presentation. Intelligence was controlled by using scores obtained from Raven's Matrices as the co-variance, and the levels of reading ability were measured on the Neale Analysis of Reading Ability.

Results:
Good readers were found to have significantly better recall than poor readers for serial presentation but not for simultaneous presentation.

The relationship between reading and STM were found to be quite complex; it would seem for poor readers, good STM relative to the groups norm will facilitate reading, while for good readers there is no positive relationship between reading and STM indicating perhaps a curvilinear relationship in which only poor STM scores are predictive of reading ability.

Abstract No 80 The effect of training in the perception and transfer of spelling patterns within words

WARBURTON, Mrs. Audrey

University of Manchester
Department of Educational Psychology

started 1970
completed 1971

MEd

Aim:
To design and carry out an experiment to determine the effect of teaching children to perceive groups of letters as spelling patterns within words.

Subjects:
72 children between the ages of 6.00-6.11 years.

Procedure:
2 experimental groups.
Group 1 taught to perceive each letter in a selection of words as a separate unit of sound.
Group 2 taught to perceive pairs of initial consonants, pairs of final consonants and final clusters as spelling patterns. Taught in groups of six each group containing children of high and low ability.

Tests Used:
Three lists of words to correspond with spelling pattern outlined above. Each word presented on a separate card.

Results:
Results compared by analysis of variance techniques, indicated that the children who were taught to perceive groups of letters as spelling patterns within words scored significantly more highly on tests of word identification than children who were taught to perceive each letter as a separate unit of sound.

Abstract No 81 An enquiry into the attitude of infant teachers towards i.t.a.

WEEKS, Mr. Leslie

University of London
Institute of Education

started 1969
completed 1970

MA (Ed)

To investigate the attitudes of infants teachers – t.o. users and i.t.a. users towards i.t.a. and by the use of scaling techniques to measure the feelings, beliefs and action tendency towards i.t.a. of i.t.a. users and 'potential users' compared with t.o. users, and to test the relationship of attitude to variables such as age of teacher, length of service, authoritariansim, reception class teachers and older infants' teachers, headteachers and 'basic attitude' to reading.

Background:

The Schools Council's evaluation of i.t.a. (Warburton and Southgate, 1969) did not seek to ascertain the attitudes towards i.t.a. of teachers using traditional orthography (t.o.) other than those involved in the British i.t.a. experiments in teaching control groups. This smaller-scale research aimed to investigate the attitudes of t.o. users as well as i.t.a. users in the Berkshire College school practice catchment area.

Procedure:

The enquiry questionnaire was developed from an appraisal of past and recent research – pilot interviewing of infants' teachers in infant and JMI schools, and a series of trials with final third year infant teacher-students in three colleges, infant teachers and headteachers.

The final form of the questionnaire was submitted to a random sample of schools involving over 200 staff in i.t.a. and traditional orthography (t.o.) – using schools. Of these, 136 (60.9%) returned fully completed questionnaires.

Tests:

The questionnaire included a set of statements of teachers' feelings towards i.t.a. (ie an affective-subject scale which was processed by Guttman Scalogram analysis); a set of statements of teachers' beliefs about i.t.a. (ie a cognitive subject scale which was devised by Likert procedure); and a item to enquire whether teachers would adopt i.t.a. in a hypothetical situation (ie the action-tendency towards i.t.a.).

Attempts were made to measure teachers' attitudes towards the importance of reading in the infant school (ie Southgate's 'basic attitude') and the trait of authoritarianism (after Goodacre 1967).

'Potential users' of i.t.a. were identified by an affirmative response to the action tendency question.

Results:

The two scales (affective and cognitive-subject) distinguished clearly between users and 'potential users' of i.t.a. and the users of traditional orthography methods. The scales were shown to be valid and reliable attitude measures.

Contrary to some of the Schools Council's evaluation findings, no significant differences in attitudes relating to the independent variables of the age of children taught, the age and service of the teacher, position held in school, personality trait, and 'basic attitude' towards reading were found when i.t.a. – and t.o. – using teachers' responses were taken separately; the sole exception being that older t.o. – using teachers showed more feelings against i.t.a. than younger teachers.

About 10% of t.o. users indicated they were potential users of i.t.a. and 13% i.t.a. users rejected i.t.a. in a future situation (NB In the Schools Council enquiry Southgate found 2.29% responding negatively to her 'key question', ie would teachers use i.t.a. if opening a new infants' school?) Supplementary questions concerning the use of phonics and reading courses were included.

Proportionately more i.t.a. teachers prefer 'systematic phonics' compared with t.o. users, (significant at the 5% level) but when reception teachers alone are considered there was no significant difference between i.t.a. and t.o. users.

It would appear that i.t.a. teachers teaching children beyond reception class are more likely to prefer systematic phonic instruction compared with i.t.a. reception class teachers and t.o. teachers in general.

On courses 38.2% of the sample did not indicate any courses on reading desired, and only 3.57% of total t.o. using teachers wanted courses on i.t.a. Ten i.t.a. teachers suggested supplementary courses on aspects of using i.t.a.

Publications:

'An inquiry into the attitudes of infant teachers toward i.t.a.' *Educational Research* 15 (1) p 10-15 (1972).

Abstract No 82 A comparison of oral reading errors made by children taught to read in two different scripts

WHITLEY, M/s. Helen

University of London

started
completed 1974

MSc (Ed)

Aim:

To compare the oral reading errors made by children taught to read in i.t.a. and t.o.

Subjects:

Two matched groups of children, (a) taught to read in i.t.a. (b) taught to read in traditional orthography.

Procedure:

Analysis of the reading errors showed differences in reading strategies. When i.t.a. group transferred to t.o. additional comparisons were made (a) with the strategies previously used when reading i.t.a. (b) with the strategies used by the current performances of the t.o. group.

Results:

Found initially the i.t.a. group paid less attention than the t.o. group to contextual information. After the transfer i.t.a. group paid more attention than t.o. to textual information. Also a trend for i.t.a. children to pay more attention than t.o. children to graphic information and this difference may be maintained after the transfer to t.o.

Abstract No 83 An investigation of the relationship between oral and language skills and reading ability in junior school children

WINDEATT, Mrs. Sally

Swansea University

started 1976
completed 1976

MEd

Aim:

To make comparisons between a variety of tests of oral language skills and the standard reached in terms of reading ability.

Subjects:

2 groups of 30 children (15 boys and 15 girls) aged 7-8 and 9-10 years were selected. They were of 'average ability' using the Ravens Coloured Matrices as a measure of non-verbal ability from which the selection was made.

Procedure:

Each child was assessed on the tests below and was required to tell a story into a tape recorder, given a model story to imitate and in addition an original story from a set of pictures. Correlations between the various measured story analysis were calculated.

Tests Used:

Burt (re-arranged) Word-Reading Test
Neale Analysis of Reading Ability
EPVT form 2 and the vocabulary sub test from Wechsler Intelligence Seale for children. The Grammatical Closure sub test from the Illinois Test of Psycholinguistics and a story telling measure.

Results:

Several measures of oral language ability were found to be related to the measures of reading ability. The amount of speech produced and the complexity of language used were related to reading ability for younger age group, as were the expressive vocabulary and knowledge of grammatical structures.

The relationship varied between the sexes and age groups, but tentatively it could be suggested that reading ability is related to the type of language a child uses.

Abstract No 84 A study of some relationships between Reading and Listening in Primary School children

WINTERBOURNE, M/s. Susan

University of Reading
School of Education

started 1973
completed 1976

MEd

Aim:

To examine some of the relationships between reading accuracy and comprehension and listening skills and to look for indications of whether strategies used in one of these areas can be transferred to the other.

Subjects:

63 boys between 6-10 years taken from one primary school.

Tests Used:

NFER Verbal Test C.D.
Ravens Coloured Matrices
Neale's Analysis of Reading Ability
NFER Listening Tests 2 and 3 part 1 3(part 2)
Multiple Regression Analysis was used on the data obtained.

Results:

Largely inconclusive:

1 The listening tests used had a very low ceiling for this group.

2 The types of error made appeared to reflect rather than affect the level of comprehension and gave no clues as to the strategies used.

3 There was a close connection between the results of the Ravens tests and comprehension suggesting that very much the same cognitive and intellectual skills are needed in both types of tasks although the stimulus material is different in form.

Abstract No 85 Pitch learning and its relevance for the acquisition of basic language skills ie Reading, Spelling and Writing

WISBEY, M/s. Audrey, S.

Institutes of Education and Otology, London
York University
Budapest University
Cape Town University
Rhodes University

started 1960
completed 1976

PhD

Aim:

To draw the attention of educationalists to the vital nature and the age controlling aspect of Pitch learning ie pre-puberty years.

Subjects:

The importance of Pitch Memory for speech, reading, spelling, and writing and the age factor involved. Identifying the Nursery and Primary School years as the critical years. The part played by Pitch Memory in the acquisition of the basic literacy skills.

Procedure:

A series of pilot studies were used to base the hypothesis which were then tested by controlled experiments. The conclusions were summarised for teachers and all interested in Literacy and Early Childhood Education.

Tests Used:

NFER Non-verbal tests
Cybernetics Personality tests
Bentley Music Tests
Schonell Reading Tests
Routine pure tone Audiometry
Eye Movement Photography
EEG Records.

Results:

Speech follows hearing – Two years in arrears.
Reading follows speech – Three years in arrears.
Speech/reading/spelling and to some extent writing is dependent on memory for both absolute pitched and relative pitched sounds, the former being in the nature of Reflex Hearing present from birth to approximately 2½/3 years of age. Meaningful

conditioning of these individual pitched stimulae, with visual and other cues, stimulates the onset of reversability of mental action which makes the development of Relative Pitch possible. Since this is the beginning of a memory for relationships between sounds, meaning, visual and other cues, it is essential for Reading.

Existing material and the environment appear to give adequate pre-reading *visual* training by enabling the experiencing, through play, of individual visual components ie with the use of pictures, toys, etc.

Pre-language Auditory Training enabling the experiencing through play of the Auditory components however, is virtually non-existent. The most simple sound is immediately complex containing all the auditory components, yet it requires immediate analysis and identification since the sounds exist only for a short time before vanishing for ever. The constant playing with the auditory components, as with the visual components, is not usually available hence the number of opportunities for learning are severely limited.

It is only in Music Education that the basic components of speech can be explored individually and progressively in a play situation, providing the constant re-stimulation that repetition makes possible. In pre-school type musical activities, using suitable methodologies such as the Orff, Kodaly, Suzuki and Yamaha methods, the components of language ie Pitch, Intensity, Tone quality, Rhythm and Duration can each be explored, receiving endless repetition and so be learnt.

Abstract No 86 An investigation into reading – for – learning problems. The development of two awareness raising tools.

HARRI-AUGSTEIN, M/s. Sheila

Centre for the Study of Human Learning Research
Brunel University
Uxbridge

started 1973
completed 1974

Aim:

To develop procedures for revising awareness of Reading for Learning Problems.

Subjects:

College of Education Students.

Procedure:

Structural Interviews and Biographical Narratives were used to elicit and classify reading-for-learning problems.

Tests:

Structural Interview Techniques.
Biographical 'Diary' records.

Results:

Two investigatory procedures were developed for the identification systemisation and personalisation of reading problems. These were found to be powerful awareness raisers in learning conversations designed to enhance reading competence. The results clearly show that students are seriously handicapped in the use of text as a resource for learning.

Abstract No 87 To explore Reading as a Learning Conversation Type C Comprehension

HARRI-AUGSTEIN, M/s. Sheila
THOMAS, Mr. Laurie

Centre for the Study of Human Learning Research
Brunel University

started 1973
completed 1976

Aim:

To develop open ended conversational procedures for the elicitation display and assessment of Reading outcomes.

Subjects:

School pupils 16-18 years.
College of Education Polytechnic and University students.

Procedures:

Free association, brainstorming, logical association and evaluative procedures were used to elicit items of meaning after reading a text. These items are related to each other and displayed in the form of a net. This is used for the review of comprehension.

Tests:

Structure of meaning procedures
Learning conversation methodology
Personal taxonomy of purposes.

Results:

Reading tests measure Type A learning which leads to Type A comprehension and conformist thinking.

Assessment of learning is controlled by the teacher. Procedures for the encouragement of learner-centred assessment have been developed. The conversational elicitation of structures of meaning results in type C comprehension. The terms for assessing meaning attribution are negotiated with the learner.

Abstract No 88 Towards a theory of learning conversations and paradigm for conversational research

HARRI-AUGSTEIN, M/s. E. Sheila
THOMAS, Mr. Laurie
REID, Mr. Frazer

Centre for the Study of Human Learning Research
Brunel University

started 1972
completed 1975

Aim:

To identify learning dialogues in conversational reading encounters and to develop a conversational paradigm for educational research.

Subjects:

Sixth form pupils
College of Education students
University students

Tests:

Brunel Reading Recorder
Flow diagram technique
A purpose taxonomy.

Results:

Psycho-social events in the conversational use of awareness raising tools led to the identification of three learning dialogues.

a commentary on process
b support do-ing introspection
c Reference reviewing competance.

The researcher acts as articulator of all three dialogues as the learner explores the printed resource. Gradually the learner internalises these dialogues and becomes self organised.

Publications:

'Towards a theory of learning conversation and a paradigm for conversational research' in *'Adult Learning and Recent Research Findings'* ed M. Howe.

Abstract No 89 Reading Strategies and Learning Outcomes

HARRI-AUGSTEIN, M/s. Sheila

Centre for the Study of Human Learning Research
Brunel University

started 1967
completed 1971

PhD

Aim:

To develop methods for the identification of strategies of reading and to relate these to purposes and outcomes.

Subjects:

Sixth form pupils and young adults in higher education.

Procedure:

Methods for recording reading were used to explain the time/structure of reading behaviour. Such reading records were related to a Purpose Taxonomy and Heirarchy and to written reading outcomes. The results were fed back to the subjects conversationally to encourage awareness and review of reading skills.

Tests Used:

Brunel Reading Recorder
Flow Diagram Technique
Purpose Taxonomy based on Bloom Purpose
Heirarchy Procedures.

Results:

Read records were related to literal, translation, interpretation, evaluation and extrapolation-learning. Optimal strategies were identified. The structures of meaning in a text as revealed by the Flow Technique could be conversationally used to influence the strategies of reading and learning outcomes. The Reading Recorder and the Flow diagram technique proved to be powerful awareness-revising tools for enhancing the range and effectiveness of reading for learning skills.

Publications:

'An Experimental Approach to the Study of Reading as a Learning Skill' *Research in Education* (1972).

Reading for Learning – The Anatomy of a Research Project *The Road to Effective Learning.* Ward Lock Educational (1975).

Reading-to-Learn in *New Horizons in Reading* Ed. J. Merritt I.R.A. 1976.

Abstract No 90 The Kelly Repertory Grid as a vehicle for eliciting a personal taxonomy of purposes for reading

HARRI-AUGSTEIN, M/s. E. Sheila
THOMAS, Mr. Laurie

Centre for the Study of Human Learning Research
Brunel University

started 1973
completed 1974

Aim:

To explore student control purposes for reading for learning.

Subjects:

College of Education and Polytechnic Students.

Procedure:

The Kelly Repertory Grid and Thomas Grid focusing techniques were used within a learning conversation framework to elicit and identify relationships between reading purposes.

Test:

Kelly Repertory Grid and Thomas Grid Focusing Techniques
Learning Conversation Methodology.

Results:

The research shows how a personal-constructed approach can reveal a wide range of idiosyncratic reading purposes. A consencus grid shows how students differentiate between purposes related to their educational activities, purposes related to pleasure and self, and purposes related to 'real' learning outside the educational setting. The elicitation of purposes using grid procedures was used as a starting point for conducting learning conversations for the development of reading for learning

Publications:

The Kelly Repertory Grid as a vehicle for eliciting a personal taxonomy of purposes for reading.
Published by Centre for the Study of Human Learning.

Abstract No 91 The development of techniques for the encouragement of reading as a learning skill

HARRI-AUGSTEIN, M/s. E. Sheila
THOMAS, Mr. Laurie F.
PENDELTON, Mr. David
FARNES, Mr. Nick
BEARD, Mr. R.

Centre for the Study of Human Learning
Brunel University

started 1968
completed 1975

SSRC £30,000

Aim:

To develop methods for encouraging children and students to learn to read for learning.

Subjects:

Schools, Colleges of Education, University students.

Procedure:

Experimental investigations leading to the development of conversational techniques followed up by courses and evaluations.

Tests Used:

Brunel Reading Recorder
Kelly Rep Grid
Flow diagram technique
Structures of meaning procedures
Taxonomy of Learning Purposes
Purpose Hierarchy
Taxonomy of reading for learning problems.

Results:

The self-organised learner and the printed word.

'The Self-Organised Learner and the Printed Word' reports a series of action research projects. These show how new techniques help people extend the range and effectiveness of reading as a learning skill. Students at all levels from technical college to university have improved their academic performance by as much as 2-500%. The methods have also been applied in schools. A personal taxonomy of purposes enables the reader to clarify his needs. A reading recorder reveals the strategies and tactics of reading and flow diagram techniques help the reader assess his comprehension. A new science of learning conversations raises the learner's awareness of his own processes and helps him review and improve his competence. Awareness and flexibility, coupled to new levels of effectiveness, offer a capacity for self-organisation. This feeds over into other areas of learning skill such as listening, writing and discussion.